



# AGENDA

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# BETTER DATA FROM THE INSIDE OUT

**2016 NCES STATS-DC Data Conference**

**July 12 - 14, 2016**

**The Mayflower Hotel, Washington, DC**



## IMPORTANT INFORMATION

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION**



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## IMPORTANT INFORMATION

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The U.S. Department of Education's 2016 National Center for Education Statistics' (NCES) STATS-DC Data Conference, from July 12–14, 2016, at The Mayflower Hotel, offers

- discussions on technical and policy issues related to the collection, maintenance, and use of education data for education researchers, policymakers, and data system managers from all levels of government who want to share innovations in the design and implementation of education data collections and information systems;
- training and business meetings for Common Core of Data (CCD) and *EDFacts* data coordinators;
- information sessions on CCD, data collection, data linking beyond K–12, data management, data privacy, data quality, data standards (Common Education Data Standards [CEDS] or other standards), data use (both analytical and instructional), *EDFacts*, fiscal data, Statewide Longitudinal Data Systems (SLDS), and changes in how the U.S. Department of Education collects and uses data; and
- updates on federal and state activities affecting data collection and reporting, with a focus on information about the best new approaches in collecting, reporting, and using education statistics.

The following important information will help ensure the best possible experience at the 2016 NCES STATS-DC Data Conference. If you have any questions or concerns, please contact Patrick Keaton, NCES STATS-DC Data Conference Manager, at the registration desk.

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### **Conference Venue**

Plenary and concurrent sessions will be held on the Lobby, Second, and Lower Lobby Levels of

The Mayflower Hotel  
1127 Connecticut Avenue NW  
Washington, DC 20036  
Phone: 202-347-3000  
[www.marriott.com/hotels/travel/wasak-the-mayflower-hotel-autograph-collection](http://www.marriott.com/hotels/travel/wasak-the-mayflower-hotel-autograph-collection)

### **Conference Materials and Registration**

Preregistered attendees may pick up conference materials at the registration desk outside of the Grand Ballroom (Lobby Level).

An on-site registration desk is open during the following hours:

- Tuesday, July 12  
8:00 AM–5:20 PM
- Wednesday, July 13  
8:00 AM–5:15 PM

- Thursday, July 14  
8:00 AM–12:30 PM

Staff is available to assist you throughout the conference.

### **Conference Etiquette**

As a courtesy to presenters and conference participants, please observe the following rules of conference etiquette:

- Silence your electronic devices prior to entering sessions.
- Arrive a few minutes before each session begins.

### **Concurrent Session Presenters**

Please use the laptop provided in your breakout room and not your own laptop. Do not tamper with or disconnect the computer or data projector connections.

After the conference, presenters will be e-mailed with information about posting presentation materials on the NCES website.

## IMPORTANT INFORMATION

### **Conference Evaluations**

Your feedback is welcomed; please complete the online conference evaluation form at <https://www.surveymonkey.com/r/2016STATS-DC>.

### **Contact Information**

If you need to make changes to your contact information, please see staff at the registration desk.

### **Lost and Found**

Please remember to take all your belongings from the session rooms. If you find or lose an item, go to the registration desk.

### **Message Board**

The message board is located adjacent to the registration desk outside of the Grand Ballroom (Lobby Level). Please check there for information or to post a message.

### **Name Badges**

Please wear your name badge at all times. At the end of the conference, please recycle your badge holder and lanyard at the registration desk.

### **Note**

Complimentary Wi-Fi is available throughout the meeting space of the hotel. Accordingly, there is no Cyber Café at the 2016 NCES STATS-DC Data Conference. The Wi-Fi access code will be listed on the message board adjacent to the registration desk outside the Grand Ballroom (Lobby Level).

Photography is not allowed during the plenary and/or concurrent session presentations.

In compliance with federal policy, no food or beverages will be provided. Information about restaurants is available at The Mayflower Hotel's concierge desk.

## **NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) BOOTH**

### **(PROMENADE FOYER [LOBBY LEVEL])**

Reports, tables, tools, and more—education statistics at your fingertips!

Staff from the National Center for Education Statistics (NCES) will answer your data questions while highlighting the various reports, tables, and tools that are available to data users. Come see the latest information available from the *Digest of Education Statistics*, National Assessment of Educational Progress (NAEP), Common Core of Data (CCD), Integrated Postsecondary Education Data System (IPEDS), and other data collections at NCES. Learn how to access the data that NCES offers.

## **REGIONAL EDUCATIONAL LABORATORY (REL) POSTERS**

### **(SOUTH CAROLINA ROOM [SECOND FLOOR])**

Stop by the poster display featuring projects from the Institute of Education Sciences (IES)-funded Regional Educational Laboratories (REL) Program. The display highlights how the program is partnering with state and local education agencies to increase evidence-based decisionmaking. The posters will include descriptions of the initial problem the partnership addressed, the actions and work of the partnership, and the results of the project. In addition, they will focus on how the results of each project can be of use to other states and school districts. The 10 RELs that make up the REL Program all work in partnership with school districts, state departments of education, and others to use data and research to improve academic outcomes for students. Fundamentally, the mission of the RELs is to provide support for a more evidence-reliant education system.

# BETTER DATA FROM THE INSIDE OUT

**2016 NCES STATS-DC Data Conference**

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## AGENDA AT-A-GLANCE AND HOTEL FLOOR PLANS

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION**

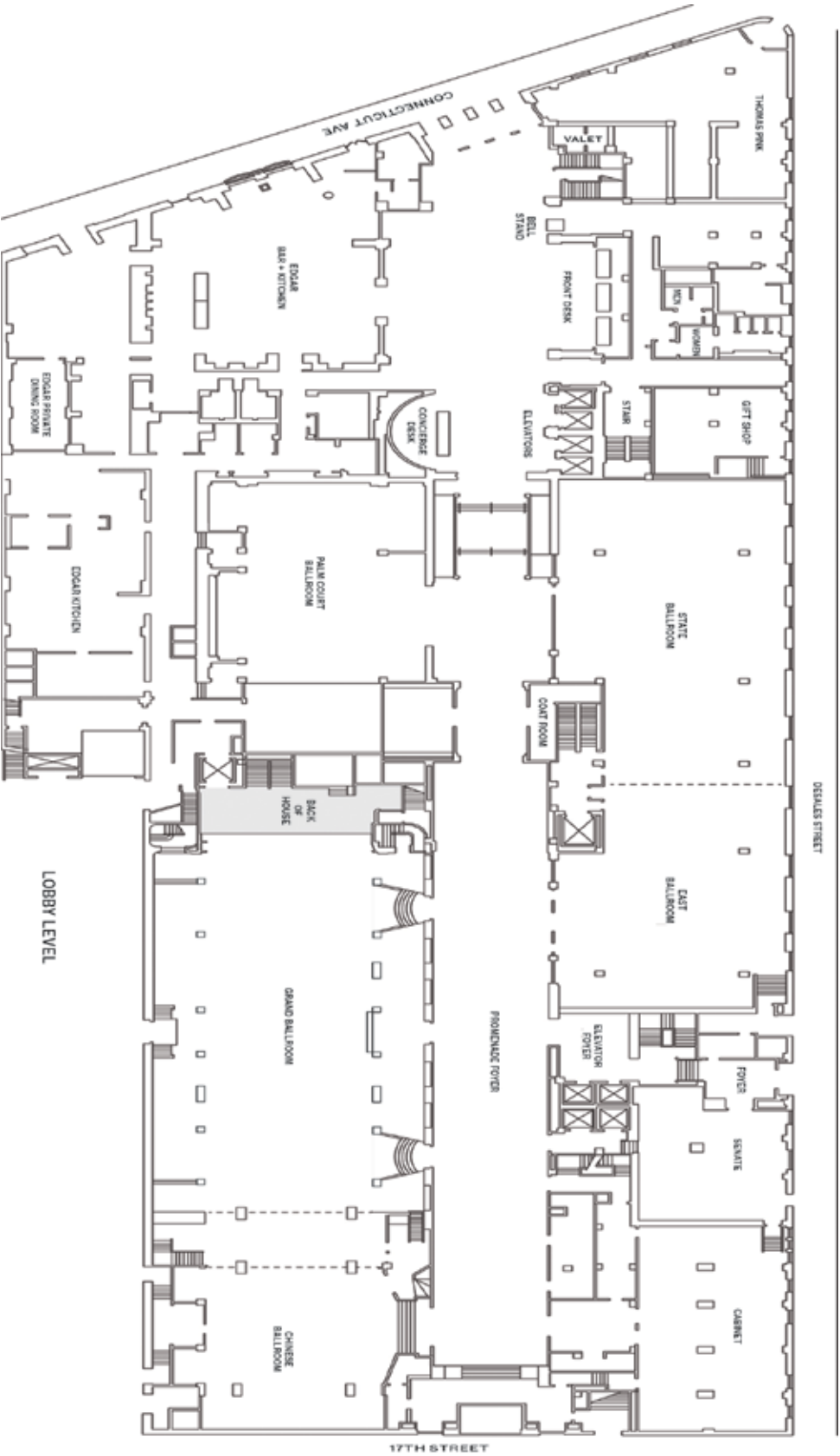
**2016 NCES STATS-DC Data Conference  
July 12–14, 2016 – Agenda At-a-Glance**

Room Name	Palm Court Ballroom (Lobby Level)	State Ballroom (Lobby Level)	East Ballroom (Lobby Level)	Chinese Ballroom (Lobby Level)
Session	A	B	C	D
<b>TUESDAY, JULY 12, 2016</b>				
	<b>CCD Fiscal Coordinators' Training, 8:30–12:00, District Ballroom (Lower Lobby)</b>			
	<b>Opening Plenary Session, 1:15–2:15, Grand Ballroom (Lobby Level)</b>			
	<b>CCD Fiscal Coordinators' Training (Continued), 2:30–5:20, District Ballroom (Lower Lobby)</b>			
Concurrent Session I 2:30–3:20	EMAPS Assessment Metadata Survey Session <i>Lee, Miceli, Newman, Rudick</i>	Research Opportunities Created by the Overlap Sample of NAEP With HSL:09—Results and Discussion <i>Tirre, Broer, Bohrnstedt</i>	Make Data Work for Students: Opportunities in the ESSA <i>McMahon Parton, L. Hansen</i>	Pennsylvania's Evolutions on EDFacts Submissions Today: On Time, Accurate, Automated With One Tool <i>Cowan, Redgate</i>
Concurrent Session II 3:30–4:20	Integrated Data Systems: Connecting Education Data to Local Communities <i>Kulick, Rodriguez</i>	IDEA Data Integration in Nevada and Technical Assistance From the CIID <i>Easter, Huennekens</i>	Planning and Developing the NCES English Learner's Data Portal <i>Hamilton, Yamashiro</i>	Training for CCD Coordinators <i>Glander</i>
Concurrent Session III 4:30–5:20	Stakeholder Engagement in High-Quality Public Reporting <i>Butler, Woolard</i>	Overview of Education and Workforce Data Linkages and WIOA Update <i>McGrew, Pennington, Secamiglio, Jim Schmidt, Gosa</i>	Collaborating for Quality: How West Virginia Tore Down Walls to Build Better Data <i>Hughes-Webb, Kirk, Darst</i>	Data-Quality Session <i>Lee, Dunbar, Rhodes Maginnis, Redmon</i>
<b>WEDNESDAY, JULY 13, 2016</b>				
	<b>EDFacts and CCD Nonfiscal Coordinators' Training, 9:00–12:30, District Ballroom (Lower Lobby)</b>			
Concurrent Session IV 9:00–10:00	<i>Forum Guide to Data Disaggregation of Racial/Ethnic Subgroups</i> <i>Tamayo</i>	Data Visualization and Mapping as a Vehicle for Storytelling <i>Baca, Hegarty, Santesteban, McGehee, Tate</i>	Implementing an EWS at a District: Experiences From the Mid-Atlantic Region <i>Piperato, D. Hall, N. Smith, Razynska</i>	Using Integrated Data to Support the Transitions in Special Education <i>Miceli, Murphy, Coffey Cochenour, Franklin</i>
Concurrent Session V 10:15–11:15	Managing Education-Data Privacy at the School Level <i>Folkers, Weinberger</i>	The Use of Two or More Races in Reporting <i>Ott</i>	Children of Military Data Collection: State Approaches and Lessons Learned <i>Dominguez, Hearn, Naiman-Sessions, Chatis</i>	Improving Data Quality of the CRDC: What Are We Doing? <i>J. Brown, Schifferli, Brady, Bloom-Weltman</i>
Concurrent Session VI 11:30–12:30	Beyond Words: PTAC Video Library Overview <i>Rodriguez, Gray</i>	Title I Allocations <i>Gann, Millett, Sonnenberg</i>	NC ECIDS Under the Hood: Data Linking and Management Strategies <i>Frantz, Cobb, Epstein</i>	Accessing and Exploring the NCES Data: DLD and the CCD <i>Cornman, White, Glander</i>
	<b>Lunch (on Your Own)</b>			
	<b>CCD Fiscal Coordinators' Roundtable, 1:45–4:00, District Ballroom (Lower Lobby)</b>			
Concurrent Session VII 1:45–2:45	Using State Longitudinal Data to Study Postsecondary Success: Lessons From REL Midwest Research in Two States <i>Townsend, Arzamendia, Proger, E. Davis</i>	Three States, One EDFacts Reporting Solution <i>Porter, Cowan, DeSalvatore, Pagnotta</i>	Value and Impact of Common Data Definitions for Scaling Student Success <i>O'Neill, Okimoto, Wagner</i>	DMS Demonstration and Questions and Answers <i>Stillwell, Sinclair</i>
Concurrent Session VIII 3:00–4:00	Evaluating Privacy and Security Provisions in ED Tech Terms of Service Agreements <i>Morrissey, Gray</i>	The Common Core of Data— America's Public Schools <i>Glander</i>	CONNECTING Data Collection and Data Use <i>Mizra, Copa, M. Young</i>	Internal Controls <i>Timm</i>
Concurrent Session IX 4:15–5:15	Privacy in Public Reporting: Updates From the U.S. Department of Education <i>Hawes, Miller, Nesmith</i>	State Use of Apprenticeship and Work-Based Learning Data <i>Leventoff, Powell, Folkers</i>	A Free Tool for More Efficient and Effective Research Request Processes <i>Pyle, Howe, A. Hall</i>	Security Controls Over IT <i>Timm, Skilling</i>
<b>THURSDAY, JULY 14, 2016</b>				
Concurrent Session X 9:00–10:00	Supporting Data Use at State Education Agencies: REL Central Tools <i>Meyer, Culbertson, Brodersen, Javurek-Humig</i>	IES Funding Opportunities to Analyze State and District Administrative Data <i>Ruby</i>	Building an Exchange for Industry Certification Data <i>Haigh, Imperatore, Carrick</i>	Using IDEA EDFacts Data in IDEA Annual Performance Report Measurements <i>R. Davis, Long, Hollins</i>
Concurrent Session XI 10:15–11:15	Leveraging Research Agendas to Guide Informed Decisionmaking <i>Natividad, Rauschenberg, Howe</i>	Performance Reporting and Evaluation Requirements Under WIOA <i>King, Rodriguez</i>	CRDC—Where Does the Data Go? <i>J. Brown, Brady, Boyd</i>	IEP Standardization <i>Jennifer Schmidt, Fruth</i>
Concurrent Session XII 11:30–12:30	Implementing Data Strategy Within the U.S. Department of Education <i>Santy, Styles</i>	Home Language Survey Data-Quality Self-Assessment Tool: A Project of REL Northeast and Islands <i>Eisner, Mello</i>	Standardizing Transcripts for Data Sharing <i>Conner, Ferdoussi</i>	Of Data Security and Zombie Defense <i>Hawes, Tasse</i>

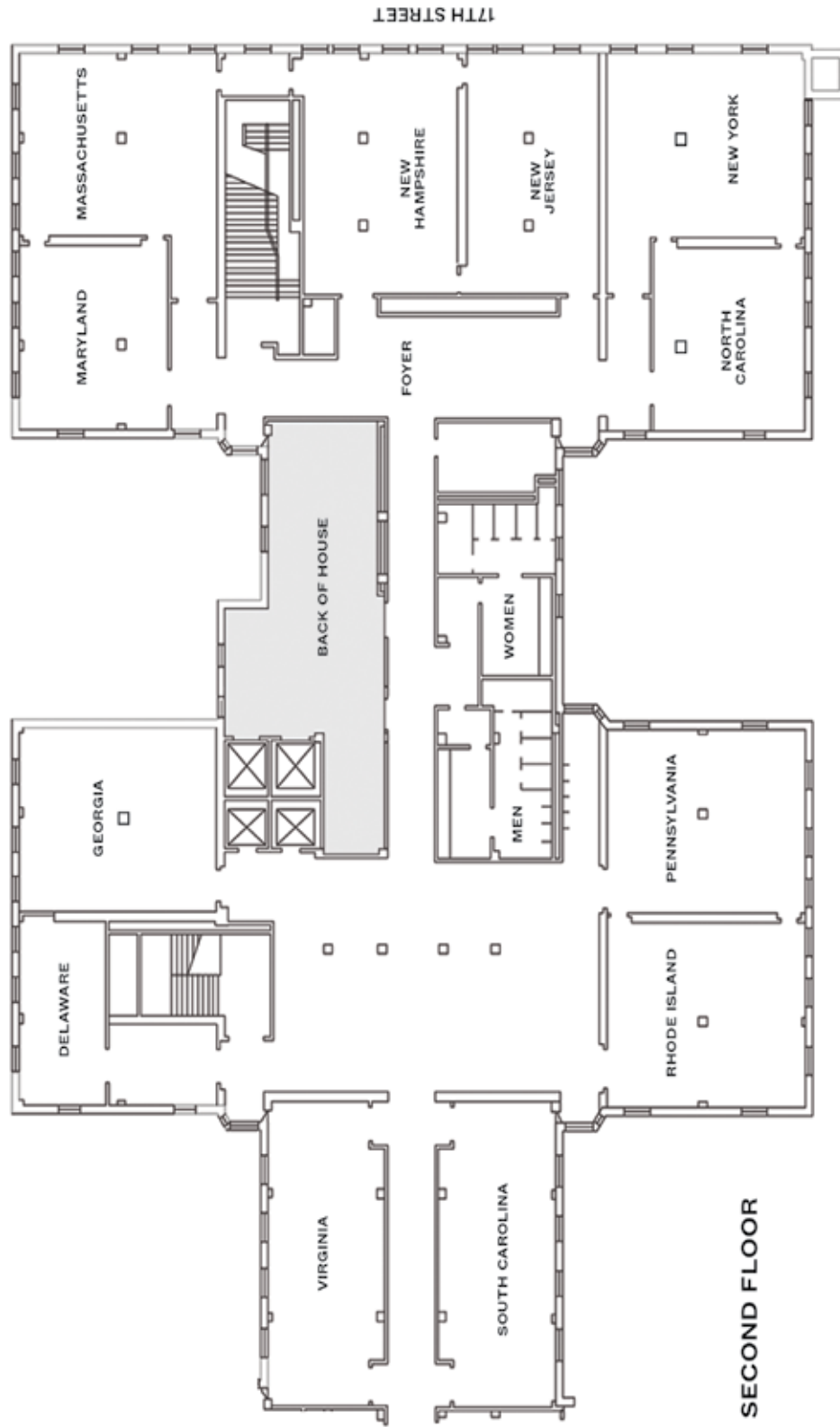


Color Key to Topics	CCD	Data Collection	Data Linking Beyond K–12	Data Management	Data Privacy	Data Quality	Data Standards	Data Use (Analytical)	Data Use (Instructional)	EDFacts	Fiscal Data	SLDS	Other
Georgia (Second Level)		Virginia (Second Level)			Rhode Island (Second Level)			Pennsylvania (Second Level)			Room Name		
E		F			G			H			Session		
TUESDAY, JULY 12, 2016													
CCD Fiscal Coordinators' Training, 8:30–12:00, District Ballroom (Lower Lobby)													
Opening Plenary Session, 1:15–2:15, Grand Ballroom (Lobby Level)													
CCD Fiscal Coordinators' Training (Continued), 2:30–5:20, District Ballroom (Lower Lobby)													
Onward Ho!—Michigan Is Blazing the Trail Forward With Success Rates for Community Colleges and Universities <i>Dunbar, Jones, Knapp</i>			What Data Parents Want: Using a Data Dashboard in Missouri <i>Mandinach, Gummer, Falter</i>			Supporting Blended Learning and the New App Eco-system Using Data Systems <i>Pennington, Jackl</i>			A Data-Quality Dashboard: Transparency for Stakeholders <i>Aleferas</i>			Concurrent Session I 2:30–3:20	
Empowering Parents With Data: Strategies for Communication and Providing Access <i>Hochleitner, Mason, Howard, Stacey</i>			North Carolina School Report Cards: Viewing Data in a New Light <i>Chong, Osborne, Rivers</i>			Forum Guide to Data Visualization: A Resource for Education Agencies <i>Hopkins</i>			Data-Use Standards for PK–12 Educators <i>R. Meyer, M. Johnson, Masco, V. Smith</i>			Concurrent Session II 3:30–4:20	
Toward a Definition of School District and School (Review and Exploration Discussion) <i>Schmitt, Santy</i>			Retiring a Legacy Data-Collection System: A Move to SIF <i>Curtin</i>			NCES Spatial Data: A Review of MapED and the School Attendance Boundary Survey <i>Phan, Conner</i>			School Courses for the Exchange of Data (SCED) <i>S. Williams</i>			Concurrent Session III 4:30–5:20	
WEDNESDAY, JULY 13, 2016													
EDFacts and CCD Nonfiscal Coordinators' Training, 9:00–12:30, District Ballroom (Lower Lobby)													
Building Successful Linkages to Evaluate K–12 Outcomes <i>Pennington</i>			Student Data Privacy Consortium—A Common Contract Framework <i>Steve Smith, L. Hansen</i>			Virtually Impossible? Managing Data and Accountability for Virtual Schools <i>A. Young, S. Williams, Wells Bazzichi</i>			How Big Data Can Improve Educational and Well-Being Outcomes for Children in Silicon Valley <i>Lauck, Dewan</i>			Concurrent Session IV 9:00–10:00	
New York RIC One Project: Standards-Based Rostering <i>Fitzgerald, Wragge</i>			Encouraging Long-Term SLDS Program Viability—Best Practices and Lessons Learned From Virginia and Nevada <i>Massa, G. Meyer, Goldschmidt</i>			Data Visualization Design Principles That Work <i>Murray, Rulla, Hartman</i>			Quality MFS and MOE Data: Improving IDEA Fiscal Reporting <i>Zajic, Dautre, Crain, Steven Smith</i>			Concurrent Session V 10:15–11:15	
Reducing Barriers to Rigorous Evaluation: New Tools for School Districts <i>Stevens, Resch</i>			Inner Workings and Products of the Kentucky Longitudinal Data System <i>Tombari, Secamiglio, Cunningham Eifler, Mensah</i>			The Evaluation of the FIRST Robotic Program Using Washington's SLDS <i>Chen</i>			Where's My Student PII? <i>Nesmith, Lamury, Guerrero</i>			Concurrent Session VI 11:30–12:30	
Lunch (on Your Own)													
CCD Fiscal Coordinators' Roundtable, 1:45–4:00, District Ballroom (Lower Lobby)													
Encouraging Use of the Longitudinal Data System for Research: The Arkansas Experience <i>Saunders, Airola, Dougherty</i>			Matching External Cohorts to Your SLDS? Beware! <i>Sabel</i>			Forum Guide to Elementary/Secondary Virtual Education Data <i>Krsek, Grady, Glander</i>			Federal K–12 Data at Your Fingertips <i>R. Hansen, Christopher, Nevill</i>			Concurrent Session VII 1:45–2:45	
EDUCAtion wiThout d@tA sdradnat\$ <i>Swiggum, L. Hansen, D. Brown</i>			Best Practice for Enhancing Collaborative Data Use in Schools <i>M. Johnson, Wilkerson</i>			Looking Over the EDGE Program: New Resources to Investigate the Social and Spatial Context of Education <i>Geverdt</i>			Cross-Sector Data Integration to Support Hawaii's Data-Use Strategies <i>Osumi, Watson, Patton</i>			Concurrent Session VIII 3:00–4:00	
The xPress API Suite <i>Clinton, Fruth, Wragge</i>			Linking Data Systems to Identify Trends and Improve State Postsecondary Financial Aid Programs <i>Robinson, Murali</i>			The Tip of the SLDS Iceberg—Enhancing Reporting and Research Efficiency Using Tennessee's SLDS <i>Freeman, Douglas</i>			Math Transition: An Intersection of Data, Policy, and Program <i>Huang, Doerger</i>			Concurrent Session IX 4:15–5:15	
THURSDAY, JULY 14, 2016													
An Update on The Condition of Education 2016 <i>Kena, de Brey, Zhang</i>			State Support for LEAs' CRDC <i>Folkers, Dominguez, Conner, Olmeda, Gosa</i>			Providing Actionable Information to Educators <i>Engelman, Shake, Stirling</i>			Using P20W SLDS Data to Examine Postsecondary Dropouts <i>Pyle</i>			Concurrent Session X 9:00–10:00	
University-Agency SLDS Partnerships: Analysis of Student Mobility-Indicating Data in Virginia <i>Piver-Renna, Bradburn</i>			Measuring New Indicators for STEM Education: State-Level Opportunities and Leading Examples <i>Mislevy, Mandinach, Paulson</i>			Navigating Changing SLDS Landscapes: State Perspectives and Partnering With the RELs <i>Rodrigues, Goldstein, Lundberg, Hearn, Rudo, Razynska</i>			A More Productive Partnership: A Discussion on Preparing More Accessible State and Local Education Data <i>Musu-Gillette, McFarland, Kena</i>			Concurrent Session XI 10:15–11:15	
It Takes a Village: Connecting Community to Student Success <i>Marczak, Bencivenga</i>			More Eyes on the Data—Feedback Loop Gives Data Quality <i>Ellis, Jackl</i>			Transparency in an EWS <i>Ott</i>			Using the DaSy–NCSE Data Visualization Toolkit to Create Engaging and Effective Data Displays <i>Belodoff, Derrington, Ridgway</i>			Concurrent Session XII 11:30–12:30	

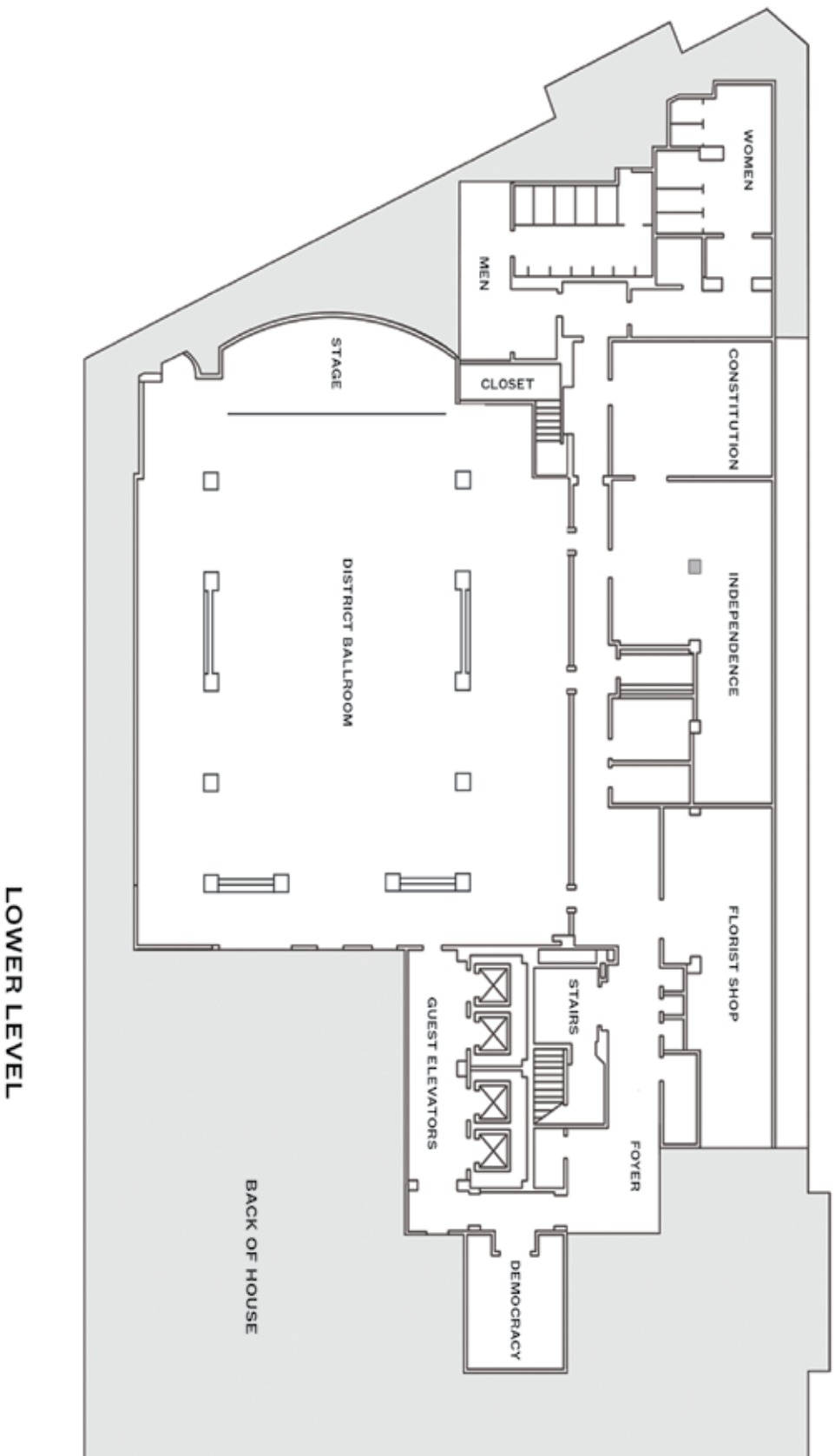
# THE MAYFLOWER HOTEL — LOBBY LEVEL



# THE MAYFLOWER HOTEL — SECOND FLOOR



## THE MAYFLOWER HOTEL — LOWER LOBBY LEVEL





# AGENDA WITH SESSION DESCRIPTIONS

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION**

This conference is intended to provide an opportunity for state and local educators, members of associations and government agencies, and others to share information about developments and issues in the collection, reporting, and use of education data. The information and opinions expressed in this conference do not necessarily represent the policy or views of the U.S. Department of Education or the National Center for Education Statistics.



**8:00–5:20      Registration .....Promenade Foyer (Lobby Level)**

**8:00–5:00      Demonstrations .....Promenade Foyer (Lobby Level)**

**Common Core of Data (CCD) Fiscal Coordinators' Training  
8:30–12:00 .....District Ballroom (Lower Lobby)**

*National Center for Education Statistics (NCES) and U.S. Census Bureau*

(This session is reserved for CCD Fiscal Coordinators.)

This session will cover

- new developments and variables on the National Public Education Financial Survey (NPEFS) and School District Finance Survey (F-33);
- an overview of financial reporting obligations set forth in the Every Student Succeeds Act (ESSA);
- similarities and differences between the NPEFS and F-33 surveys and data required under ESSA;
- the ability of state education agencies (SEAs) to report expenditures based on federal revenue (other than impact aid) separately from expenditures based on state and/or local revenue or from maintenance of effort (MOE) requirements;
- Title I allocation procedures;
- data items utilized in calculating state per pupil expenditure (SPPE);
- the school-level finance survey (SLFS); and
- updates to the NCES *Financial Accounting for Local and State School Systems* handbook.

This session will also cover special topics, including indirect costs, business and editing rules, the imputation process, and updates to the Governmental Accounting Standards Board (GASB).

**1:15–2:15      Opening Plenary Session ..... Grand Ballroom**

**Welcome**

*Ross Santy, Associate Commissioner, Administrative Data Division  
National Center for Education Statistics, Institute of Education Sciences  
U.S. Department of Education*

**Introduction of Keynote Speaker, Dr. John B. King, Jr., Secretary of Education**

*Ruth Neild, Deputy Director for Policy and Research  
Institute of Education Sciences, U.S. Department of Education*

**Keynote Speech**

*Dr. John B. King, Jr., U.S. Secretary of Education*

Reflecting on the progress that states and schools have made over the past seven years, U.S. Secretary of Education John King will speak about the challenges that remain and the opportunity that the new Every Student Succeeds Act creates to improve equity and opportunity for all students. A former teacher, principal, and New York State Education Commissioner, he will share his perspective on the important role of high-quality data and robust data systems in enhancing accountability and driving informed decisionmaking and evidence-based practices at every level.

**Announcements**

*Ross Santy, Associate Commissioner, Administrative Data Division  
National Center for Education Statistics, Institute of Education Sciences  
U.S. Department of Education*

**2:15–2:30      Break**

**Common Core of Data (CCD) Fiscal Coordinators' Training (Continued)  
2:30–5:20 .....District Ballroom (Lower Lobby)**



2:30–3:20 Concurrent Session I Presentations

**I–A EDFacts Metadata and Process System (EMAPS)  
Assessment Metadata Survey Session ..... Palm Court Ballroom**

*David Lee, National Center for Education Statistics  
Meredith Miceli and Sarah Newman, U.S. Department of Education  
Audrey Rudick, AEM Corporation*

**2:30–3:20**

The U.S. Department of Education (ED) requires states to complete an Assessment Metadata Survey. ED provides targeted training on and communicates with multiple state offices about this survey. In SY 2014–15, 21 states had discrepancies between survey responses and assessment data. These discrepancies impacted the quality of state data submissions and, in some cases, led to data being suppressed in files published by ED. In this session, we will provide examples of past metadata issues and walk through ways to correct and align metadata with data. The target audience for this session is EDFacts coordinators, assessment directors, and Individuals with Disabilities Education Act (IDEA) data managers.

Complexity: Intermediate Level

**I–B Research Opportunities Created by the Overlap Sample of National  
Assessment of Educational Progress (NAEP) With the High School  
Longitudinal Study of 2009 (HSL:09)—Results and Discussion .....State Ballroom**

*William Tirre, National Center for Education Statistics  
Markus Broer and George Bohrnstedt, American Institutes for Research*

**2:30–3:20**

The High School Longitudinal Study of 2009 (HSL:09) is a nationally representative study of ninth graders that follows students' trajectories from high school into postsecondary education and the workforce (until age 30). A National Assessment of Educational Progress (NAEP)-HSL overlap sample at Grade 12 (N=3, 471 mathematics; 717 reading) provided additional context for understanding students' NAEP performance that enables researchers to investigate the association of NAEP performance with postsecondary outcomes. This presentation will (1) share highlights from four research efforts using the NAEP-HSL overlap sample, and (2) discuss the potential for future research that the overlap sample will create with additional postsecondary HSL data collection.

Complexity: Intermediate Level

**I-C      Make Data Work for Students: Opportunities in the  
Every Student Succeeds Act (ESSA) ..... East Ballroom**

*Brennan McMahon Parton, Data Quality Campaign  
Laura Hansen, Metro Nashville Public Schools (TN)*

**2:30–3:20**

The Every Student Succeeds Act (ESSA) is an opportunity to use data in new ways, particularly to be transparent with families and communities. Reporting such information as postsecondary enrollment and chronic absence provides more robust indicators of school success. These new data requirements present opportunities for states and districts but also potential challenges. States will need to be mindful of how they work with districts to ensure useful, quality data without collections being overly burdensome. Hear from the Data Quality Campaign and a leading district chief information officer about opportunities and considerations in the new law.

Complexity: Entry Level

**I-D      Pennsylvania’s Evolutions on EDFacts Submissions Today:  
On Time, Accurate, Automated With One Tool ..... Chinese Ballroom**

*Joseph Cowan, Pennsylvania Department of Education  
Russ Redgate, eScholar LLC*

**2:30–3:20**

This session will address the Pennsylvania Department of Education’s (PDE) journey on collecting data from local education agencies in the first place and how EDFacts reporting is automated by using new processes implemented in recent years to make PDE’s statewide longitudinal data system project successful. PDE will discuss the progress it has made with its statewide data collections using a commercial off-the-shelf (COTS) and standards-aligned solution and the agency’s evolution of EDFacts reporting.

Complexity: Entry Level

**I-E      Onward Ho!—Michigan Is Blazing the Trail Forward With  
Success Rates for Community Colleges and Universities ..... Georgia**

*Fawn Dunbar, Carol Jones, and Jesse Knapp  
Michigan Center for Educational Performance and Information (CEPI)*

**2:30–3:20**

Information about Michigan’s project to establish success rates for public colleges and universities will be shared. This includes information about the adjusted cohort rate and a comprehensive rate—neither of which is being calculated by anyone else in the country. Presenters will also

provide information on the testing process used for the workgroup and lessons learned as a result. Presenters will share feedback results and future use of the rates for budgeting.

Complexity: Entry Level

**I-F      What Data Parents Want: Using a Data Dashboard in Missouri.....Virginia**

*Ellen Mandinach, WestEd*

*Edith Gummer, Kauffman Foundation*

*Jeff Falter, Missouri Department of Elementary and Secondary Education*

**2:30–3:20**

This panel will discuss the results from a study that asked parents to describe the data and information they want and need in order to make educational decisions about their children. The study focused on the design and use of a data dashboard that was populated by data from the Missouri Department of Elementary and Secondary Education. The dashboard is intended to provide a wealth of education data to many different stakeholder groups. Parents are one such important group that is often left out of data discussions. Their perspectives on data for decisionmaking are untapped voices.

Complexity: Entry Level

**I-G      Supporting Blended Learning and the  
New App Eco-system Using Data Systems..... Rhode Island**

*Jay Pennington, Iowa Department of Education*

*Alex Jackl, Bardic Systems*

**2:30–3:20**

We live in a new world in which blended learning pedagogies (e.g., project-based learning, personalized learning, flipped classroom, virtual classrooms, etc.) are taking education by storm. At the same time, teachers are directly downloading educational apps and content and using those in their lessons—sometimes circumventing the state and district controls entirely. What is the role of the state, the district, and legislation in this new world? How do we manage the complex data eco-system in this rapidly changing environment? As we start to personalize learning and launch one-to-one projects, we need to understand that it is far more complex than just buying some Chromebooks. In this session, we will explore these topics and discuss some approaches to resolving some of these complexities.

Complexity: Intermediate Level

**I-H     A Data-Quality Dashboard: Transparency for Stakeholders ..... Pennsylvania**

*Melody Alefteras, Washington State Office of Superintendent of Public Instruction*

**2:30–3:20**

This session will provide a walk-through of the Data-Quality Dashboard developed by Washington’s state education agency. This unique tool allows its users (districts and other organizations) to review the data provided to the state, often transformed through complicated crosswalks from disparate source systems. During this session, the presenter will review the industry-dominant technologies the state used to create this dashboard, as well as the customer service-oriented philosophy it used to inspire its design. How the dashboard was built to allow for rapid scaling and for adding new alerts will also be covered.

Complexity: Entry Level

**3:20–3:30    Break**

**3:30–4:20    Concurrent Session II Presentations**

**II-A     Integrated Data Systems: Connecting  
Education Data to Local Communities ..... Palm Court Ballroom**

*Emily Kulick, U.S. Department of Education  
Baron Rodriguez, AEM Corporation*

**3:30–4:20**

Educational agencies, institutions, and policymakers increasingly are using data to inform program and policy decisions. In many cases, linked data from more than one government agency are used in research and evaluations to more holistically to inform these decisions. This has led to the development of integrated data systems (IDSs) that link administrative data from multiple government agencies. This session will describe the U.S. Department of Education’s latest guidance on how educational agencies and institutions can use an IDS for research and evaluation, consistent with the Family Educational Rights and Privacy Act and privacy best practices. Additionally, presenters will highlight some of the work being done in Allegheny County (Pennsylvania), where local school districts are participating in an IDS along with other local agencies that administer such services as child welfare, mental health, juvenile probation, and homeless and housing supports.

Complexity: Intermediate Level

**II–B    Individuals With Disabilities Education Act (IDEA) Data  
Integration in Nevada and Technical Assistance From the  
Center for the Integration of IDEA Data (CIID).....State Ballroom**

*Nick Easter, Nevada Department of Education  
Bill Huennekens, Center for the Integration of IDEA Data*

**3:30–4:20**

This presentation will outline work the Nevada Department of Education (NDE) is undertaking with technical assistance from the Center for the Integration of Individuals with Disabilities Education Act (IDEA) Data (CIID) to implement a statewide student information system (SIS), integrate IDEA data with its statewide longitudinal data system, and pilot the automated *EDFacts* reporting solution, Generate. Attendees will learn from staff at NDE and CIID about the efficiencies NDE will realize with a statewide SIS and the Generate reporting tool based on the Common Education Data Standards. They will also learn how they can receive technical assistance from CIID.

Complexity: Intermediate Level

**II–C    Planning and Developing the National Center for  
Education Statistics (NCES) English Learner’s Data Portal ..... East Ballroom**

*Linda Hamilton and Amy Yamashiro, National Center for Education Statistics*

**3:30–4:20**

The educational experience and attainment of English language learners are topics of great interest in education given the steady influx of school-age children from other countries into U.S. public schools. The National Center for Education Statistics (NCES) was asked to provide a centralized portal for the data that the Center collects relative to English Learners (ELs), including (1) how to access information on their enrollment, drop-out and graduation rates, grade-point averages, average scores on the National Assessment of Education Progress assessments and other tests, educational attainment, and many other factors; (2) how to use the online data tools; and (3) cautions related to using these tools. These data sources are located throughout various NCES surveys and assessments, and data users would benefit from a map that located all of these rich and varied sources and that described their contents. In this session, NCES staff will share their work thus far to plan and develop the NCES English Learner’s data portal.

Complexity: Entry Level

**II–D     Training for Common Core of Data (CCD) Coordinators ..... Chinese Ballroom**

*Mark Glander, National Center for Education Statistics*

**3:30–4:20**

The National Center for Education Statistics (NCES) has made extensive changes in the processing and reporting of Common Core Data. This session will review those changes and their implications for state and local data providers. This session will also be an opportunity for coordinators to provide feedback on their experiences reporting data to NCES.

Complexity: Intermediate Level

**II–E     Empowering Parents With Data: Strategies for  
Communication and Providing Access ..... Georgia**

*Taryn Hochleitner and Brittany Mason, Data Quality Campaign*

*Derek Howard, Utah State Board of Education*

*Jill Stacey, Colorado Department of Education*

**3:30–4:20**

When parents have a robust picture of their own child’s academic successes and challenges over time, they are more empowered to be partners in their child’s education. States can best serve families by first understanding their needs and attitudes towards data use and by prioritizing, giving families access to data they value. The Data Quality Campaign will present findings from a series of focus groups and polls with parents about their feelings and knowledge about education data. Then, participants will learn from Colorado’s considerable experience communicating with parents around data and data privacy, including the talking points, resources, and forums that have worked best (as well as those that have not worked so well). Finally, the Utah Board of Education will share insights from the state’s pioneering efforts to provide parents with access to student data.

Complexity: Entry Level

**II–F     North Carolina School Report Cards: Viewing Data in a New Light .....Virginia**

*Rebecca Chong, North Carolina Department of Public Instruction*

*Thelma Osborne and Madi Rivers, SAS*

**3:30–4:20**

In pursuit of quality data presentation, North Carolina (NC) has enhanced its School Report Cards online platform. The current layout possesses many advantages that its predecessor lacked. The 2015–16 NC School Report Cards aim to appeal to both the general public and the research minded by offering two viewing alternatives: a casual, user-friendly interface and a data-heavy interface. The casual interface allows viewers to search for a school based on specific indicators (e.g., school year, district, grade). Upon school selection, a school snapshot appears, presenting

the information in an easy-to-digest manner. Viewers are then given the option to compare their initial school selection to another state school. The data-heavy interface is similar in appearance to the current NC School Report Cards. While the new display may not exhibit a vast physical difference from the existing platform, the content has been upgraded and provides a more extensive, in-depth analysis of NC School Report Cards. This session will include a demonstration of the new and improved NC School Report Cards.

Complexity: Entry Level

**II–G     *Forum Guide to Data Visualization: A Resource for Education Agencies* ..... Rhode Island**

*Michael Hopkins, Rochester School Department (NH)*

**3:30–4:20**

Although websites and textbooks about data visualization are readily available, they are usually written for specialists in graphic design or information architecture. The *Forum Guide to Data Visualization* is written specifically for staff in local, state, and federal education agencies. As such, it introduces the concept of data visualization; reviews how education data are analyzed, communicated, and understood by a range of education stakeholders; describes key data visualization principles and practices that can be applied to education data; and explains how the data visualization process can be implemented in an education agency. Join a representative of the Forum Data Visualization Working Group to discuss the document’s recommendations and production schedule.

Complexity: Entry Level

**II–H     *Data-Use Standards for PK–12 Educators* ..... Pennsylvania**

*Richard Meyer, University of Nebraska Kearney*  
*Margie Johnson, Metropolitan Nashville Public Schools (TN)*  
*Russ Masco, Nebraska Department of Education*  
*Vicky Smith, Austin Peay University*

**3:30–4:20**

The 15-State Data Use Standards Workgroup has created a resource detailing the foundational knowledge, skills, and professional behaviors that educators need in order to use data in support of student learning and success. In this session, workgroup members will debut a new set of resources: an enhanced set of master standards by role, scenarios depicting the standards in action in educational settings, and three case studies from members’ organizations. Workgroup members will also describe how they and others are using the standards in their respective states to improve educators (including pre-service and in-service educators) data literacy, and additional plans for the 2016–17 school year.

Complexity: Entry Level

4:20–4:30 Break

4:30–5:20 Concurrent Session III Presentations

**III–A Stakeholder Engagement in High-Quality Public Reporting ..... Palm Court Ballroom**

*Bernice Butler, Data Quality Campaign*  
*Christopher Woolard, Ohio Department of Education*

**4:30–5:20**

Stakeholder engagement is vital to quality public reporting. Data are more usable if those who need it have a say in what is collected and reported. Ohio has taken great strides to ensure the public has access to timely, high-quality, and pertinent information in multiple formats with different levels of sophistication. Join the Data Quality Campaign as it shares the tenets of high-quality public reporting and hear lessons learned from the Ohio Department of Education on how Ohio continues to engage stakeholders in the Every Student Succeeds Act planning process to ensure publicly reported data are both relevant and actionable to stakeholders from a wide variety of communities.

Complexity: Entry Level

**III–B Overview of Education and Workforce Data Linkages and Workforce Innovation and Opportunity Act (WIOA) Update .....State Ballroom**

*Charles McGrew, National Center for Education Statistics*  
*Jay Pennington, Iowa Department of Education*  
*Scott Secamiglio, Kentucky Center for Education and Workforce Statistics*  
*Jim Schmidt, Washington Education Research and Data Center*  
*Kathy Gosa, Statewide Longitudinal Data System (SLDS) State Support Team*

**4:30–5:20**

This session will provide a general overview of sources of employment outcomes data and will include experiences from a panel of states regarding their challenges, progress, and plans for connecting workforce data with education records. The information will include common data limitations and matching obstacles, examples of uses for these connected data, and an update on how these connections may be utilized for metrics being proposed through the Workforce Innovation and Opportunity Act.

Complexity: Entry Level



**III–C Collaborating for Quality: How West Virginia Tore Down Walls to Build Better Data ..... East Ballroom**

*Georgia Hughes-Webb, Randall Kirk, and Curtis Darst, West Virginia Department of Education*

**4:30–5:20**

The institution of formal data governance at the West Virginia Department of Education (WVDE) was first met with both enthusiasm and resistance. Over time, data governance has provided the impetus for reexamining processes and structures for data collection and reporting to make changes for improved accuracy, timeliness, and quality. WVDE staff have made these improvements primarily through enhanced collaboration across offices that has included thoughtful analysis of practices, explication, and modification of previously accepted-but-unrecorded procedures and redistribution of responsibilities. WVDE staff will share their experiences—including the trials and triumphs—of building better data by breaking down barriers.

Complexity: Entry Level

**III–D Data-Quality Session ..... Chinese Ballroom**

*David Lee, National Center for Education Statistics*

*Fawn Dunbar, Michigan Center for Educational Performance and Information*

*June Rhodes Maginnis, Colorado Department of Education*

*Julia Redmon, AEM Corporation*

**4:30–5:20**

EDFacts data informs the decisions and policies made by the U.S. Department of Education (ED). Ensuring the quality of EDFacts data is essential to making good decisions, designing policies to improve educational outcomes, and monitoring the implementation of grant programs. Join us for a discussion about current processes by which EDFacts and program offices review state-submitted data (post-due date), and hear from state representatives about how they conduct data-quality reviews prior to submission to ED. We will describe what we do, why we do it, and how we do it.

Complexity: Intermediate Level

**III–E Toward a Definition of School District and School (Review and Exploration Discussion) ..... Georgia**

*Carl Schmitt and Ross Santy, National Center for Education Statistics*

**4:30–5:20**

“Education agency,” “local education agency,” “school district,” and “school” are core concepts used in American education. However, these terms are characterized differently in different states. Because these constructs lack effective definition and specific empirical referents, the assumption that “everyone knows what they are” is the rule of thumb used when collecting and analyzing data on these entities. As a result, these concepts are also often applied interchangeably by those

defining, examining, and discussing American education. Therefore, data that are collected and any corresponding analysis are likely to be both unreliable and with uncertain validity.

In the hopes of stimulating discussion, this presentation will review the ambiguity of the definitions for these terms and the difficulties in collecting reliable and valid data that can be applied across jurisdictions and time. An alternative paradigm focuses on these entities as Complex Organizations to enable the collection of more systematic, reliable, and valid data and therefore set the stage for more viable analyses of American education.

Complexity: Intermediate Level

**III–F    Retiring a Legacy Data-Collection System:  
A Move to School Interoperability Framework (SIF).....Virginia**

*Robert Curtin, Massachusetts Department of Elementary and Secondary Education*

**4:30–5:20**

This session will describe the process used to retire a data-collection system and move to a interoperable data-collection system based on the Schools Interoperability Framework (SIF). Topics for discussion will include the benefits and challenges of moving more than 400 school districts from one system to another.

Complexity: Intermediate Level

**III–G    National Center for Education Statistics (NCES) Spatial Data:  
A Review of MapED and the School Attendance Boundary Survey ..... Rhode Island**

*Tai Phan, National Center for Education Statistics  
Andrea Conver, Sanamatrix*

**4:30–5:20**

This session will include two presentations about the National Center for Education Statistics (NCES) spatial data. The first presentation will provide an overview of MapED and the wealth of education data available through story maps and map viewers. The second presentation will discuss the School Attendance Boundary Survey (SABS), the new feeder pattern identification tool, the relevance of this data set, and the school boundary file dissemination tool.

Complexity: Intermediate Level

**III–H School Courses for the Exchange of Data (SCED) ..... Pennsylvania**

*Susan Williams, Virginia Department of Education*

**4:30–5:20**

School Courses for the Exchange of Data (SCED) provides voluntary, common, comparable course codes for prior-to-secondary and secondary school courses. State and local education agencies use SCED to manage and compare course information, develop course catalogs, efficiently exchange coursetaking records, and standardize reporting. SCED is also used to facilitate education research. The National Forum on Education Statistics regularly updates SCED to reflect the changing needs of federal, state, and local education agencies, while maintaining the integrity of the SCED structure. This session will present an overview of the forthcoming SCED updates and discuss the SCED resources available to assist education agencies with SCED implementation and use.

Complexity: Entry Level



8:00–5:15      Registration ..... Promenade Foyer (Lobby Level)

8:00–5:00      Demonstrations ..... Promenade Foyer (Lobby Level)

**EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training  
9:00–12:30 ..... District Ballroom (Lower Lobby)**

*National Center for Education Statistics (NCES)*

(This session is mandatory for sponsored EDFacts and Common Core of Data [CCD] Nonfiscal Coordinators.)

This session will cover important updates for state EDFacts/CCD Nonfiscal Coordinators on the status of the Office of Management and Budget (OMB) package; the transition from CENSUS to the CCD Data Management System (DMS); and the new data collections outlined in the Every Student Succeeds Act (ESSA). The session will also include a presentation on the Office of Inspector General (OIG) Audit about ensuring the accuracy and reliability of K–12 data reported to the U.S. Department of Education by state education agencies (SEAs).

**9:00–10:00      Concurrent Session IV Presentations**

**IV-A      *Forum Guide to Data Disaggregation of Racial/Ethnic Subgroups*..... Palm Court Ballroom**

*Peter Tamayo, Washington State Office of Superintendent of Public Instruction*

**9:00–10:00**

The goal of the National Forum on Education Statistics' new resource, the *Forum Guide to Data Disaggregation of Racial/Ethnic Subgroups*, is to help state and district personnel learn more about data disaggregation; decide whether racial/ethnic data disaggregation might be right for them; and, if so, how to plan for and implement racial/ethnic data disaggregation. This presentation will review the document, which includes real-world examples from districts and states that have disaggregated data for various racial/ethnic subgroups to improve education outcomes. The review will also consider the benefits and challenges involved in data disaggregation as well as recommended practices for disaggregating racial/ethnic data in districts and states.

Complexity: Entry Level

**IV–B Data Visualization and Mapping as a Vehicle for Storytelling .....State Ballroom**

*Melanie Baca, Michael Hegarty, Pam Santesteban, and Melissa McGehee, Arizona State University  
Patty Tate, Osborn School District (AZ)*

**9:00–10:00**

One paramount challenge for researchers is to make data comprehensible and engaging to various audiences. Arizona State University's (ASU's) Mary Lou Fulton Teachers College utilized the innovative online application of Esri Story Maps to create an interactive vehicle to communicate information about its educational reform project. The maps were instrumental in sharing the reform's results from five years of implementation in 58 Arizona schools, through data mapping and visualization, text, images, and videos from grant participants. In this session, ASU staff will give a demonstration of the AZRfR Story Map, share their experiences, present visitor data analytics, and engage the audience in discussing the role interactive technology plays in data presentation. To learn more about the AZRfR Project, visit [links.asu.edu/azrfrstorymap](http://links.asu.edu/azrfrstorymap).

Complexity: Entry Level

**IV–C Implementing an Early Warning System (EWS) at a District:  
Experiences From the Mid-Atlantic Region ..... East Ballroom**

*Heather Piperato, East Stroudsburg Area School District (PA)  
Donna Hall, Woodbridge School District (DE)  
Nancy Smith, Regional Educational Laboratory (REL) Mid-Atlantic at  
ICF International/DataSmith Solutions LLC  
Kasia Razynska, Regional Educational Laboratory (REL) Mid-Atlantic at ICF International*

**9:00–10:00**

Regional Educational Laboratory (REL) Mid-Atlantic will facilitate a panel focused on district implementation of Early Warning Systems (EWSs). The Pennsylvania and Delaware Departments of Education provide schools and districts with EWSs, and Pennsylvania's system also provides districts with the ability to document an intervention catalog. During this session, district representatives from both states will discuss what information their state's EWSs provide and how teachers and administrators use it, how schools and districts customize the information and describe challenges they faced in implementing the system. Audience interaction through questions and discussion will be encouraged. REL Mid-Atlantic is funded by the Institute of Education Sciences.

Complexity: Entry Level

**IV–D Using Integrated Data to Support the Transitions in Special Education..... Chinese Ballroom**

*Meredith Miceli, U.S. Department of Education*

*Colleen Murphy, Missy Coffey Cochenour, and Sherry Franklin, AEM Corporation*

**9:00–10:00**

Programs and families encounter challenges when children transition from Individuals with Disabilities Education Act’s (IDEA) Part C—the program for children from birth to age three, which is usually not located in an education agency—to Part B 619, the program for three- to five-years-olds for which the U.S. Department of Education is the lead agency. Linked data can support providers in creating effective transitions and help state agencies see how well transition is working. States are utilizing the Early Childhood Integrated Data System (ECIDS) and statewide longitudinal data system (SLDS) to coordinate the sharing of transition data. This session will highlight current state approaches and describe how technical assistance is helping states link C and B data.

Complexity: Intermediate Level

**IV–E Building Successful Linkages to Evaluate K–12 Outcomes..... Georgia**

*Jay Pennington, Iowa Department of Education*

**9:00–10:00**

Iowa has created a partnership across the K–12, community college, public postsecondary, and workforce sectors. These linkages have resulted in a number of outputs that allow for analysis and evaluation of K–12 outcomes. This session will provide an overview of this partnership and delve into details about linkages, governance, and master data management as well as information about reporting and findings that can be used in improvement efforts.

Complexity: Entry Level

**IV–F Student Data Privacy Consortium—A Common Contract Framework.....Virginia**

*Steve Smith, Cambridge Public Schools (MA)*

*Laura Hansen, Metropolitan Nashville Public Schools (TN)*

**9:00–10:00**

The Student Data Privacy Consortium (SDPC) is a national collaborative with representatives from a diverse set of learning organizations, governmental agencies, vendors, and providers focused on operationalizing the complex and high-profile privacy issues surrounding safeguarding student data. This work will leverage other work going on by the cadre of organizations working in the student data privacy space but is focused on tactical and implementation support. The first project identified by this group is to expand the very successful work of the Massachusetts Student Privacy Alliance’s (MSPA’s) development of a “standardized contract framework” among schools, states, and vendors. This broad development-and-adoption collaborative will establish common

expectations between vendors and schools when entering into an agreement without having to renegotiate terms in every new instance. This session will explain the work of the project, its goals, and next steps.

Complexity: Entry Level

**IV–G Virtually Impossible? Managing Data and Accountability for Virtual Schools ..... Rhode Island**

*Allison Young, Susan Williams, and Carol Wells Bazzichi, Virginia Department of Education*

**9:00–10:00**

As technology advances and students have more opportunities to access public education via various media, it becomes increasingly more difficult to collect and manage data that will be used to maintain accountability. In Virginia, the creation of virtual public schools has presented hurdles to managing finance, master schedule, and accountability data for school divisions that contract with private providers for virtual programs and for school divisions that serve students virtually outside of their geographical boundaries. This presentation will address the obstacles and solutions to collecting, managing, and reporting virtual public school data to ensure both fiscal and academic accountability.

Complexity: Entry Level

**IV–H How Big Data Can Improve Educational and Well-Being Outcomes for Children in Silicon Valley ..... Pennsylvania**

*Marcy Lauck, Silicon Valley Regional Data Trust (CA)*  
*Mary Ann Dewan, Santa Clara County Office of Education (CA)*

**9:00–10:00**

The current siloed state of education and health and human services data systems, coupled with unresolved privacy and trust issues, results in both incomplete and fragmentary analyses of complex problems and disjointed service delivery facing all children, but especially children of poverty. This interactive workshop will explore the challenges faced by children who are involved in one or more agencies and will discuss how the Silicon Valley Regional Data Trust is aligning data systems to strengthen the foundations of good health, educational achievement, and overall well-being for all children of all ages.

Complexity: Entry Level

**10:00–10:15 Break**



10:15–11:15 Concurrent Session V Presentations

V–A Managing Education-Data Privacy at the School Level ..... Palm Court Ballroom

*Dean Folkers, Nebraska Department of Education*  
*David Weinberger, Yonkers Public Schools (NY)*

10:15–11:15

The expanding use of student-level data in the classroom is transforming K–12 education. Teachers are sharing student data with one another to analyze student performance and plan instruction; online instructional apps are personalizing education for students; and social media are helping to engage parents in their children’s education. Protecting the privacy of student information has never been more important. This session will present an overview of the new *Forum Guide to Education Data Privacy*. The guide identifies common privacy concerns related to the use of student data in schools and suggests practical ways that state and local education agencies can help schools protect student privacy.

Complexity: Entry Level

V–B The Use of Two or More Races in Reporting .....State Ballroom

*Ellis Ott, Fairbanks North Star Borough School District (AK)*

10:15–11:15

Student information collected on school enrollment includes a student’s race in addition to Hispanic origin, when applicable. Current federal requirements for reporting, such as a School or District Report Card and state accountability systems, condense the information. For students identified as Hispanic, regardless of any additional race identified, they are reported as Hispanic. Non-Hispanic students who are identified in multiple races are reported as “Two or More Races.” Thus, for example, a student who is identified as Alaska (AK) Native and Caucasian will be reported as “two or more races” and neither AK Native nor Caucasian. Reports of outcomes for these students of two or more races exclude them from any of their racial groups. Over the past decade, data show that the “two or more races” group has doubled in size/proportion in Fairbanks, Alaska. Subsequently, other race groups, such as AK Native, have decreased dramatically in size/proportion. In this presentation, reporting patterns will be further reviewed in the presentation. Also, differences in outcomes for exclusion versus inclusion of “two or more races” students will be addressed.

Complexity: Entry Level

**V–C Children of Military Data Collection: State Approaches and Lessons Learned..... East Ballroom**

*Terra Dominguez, North Carolina Department of Public Instruction*  
*Cynthia Hearn, South Carolina Department of Education*  
*Miriam Naiman-Sessions, Montana Office of Public Instruction*  
*Corey Chatis, Statewide Longitudinal Data System (SLDS) State Support Team*

**10:15–11:15**

The Every Student Succeeds Act (ESSA) requirement for state report cards to include disaggregation of student achievement on academic assessments by “students with a parent in the military” will require most states to collect new data. This session will be facilitated by the Statewide Longitudinal Data System (SLDS) State Support Team and will feature states that already collect information about children of military personnel: Montana, North Carolina, and South Carolina. The states will discuss what data they collect, how they use it, and what lessons they have learned. The session will also highlight the resources created by the SLDS Children of Military Workgroup to assist states with this new data requirement.

Complexity: Entry Level

**V–D Improving Data Quality of the Civil Rights Data Collection (CRDC): What Are We Doing?..... Chinese Ballroom**

*Janis Brown and Mary Schifferli, U.S. Department of Education*  
*Anthea Brady and Julia Bloom-Weltman, AEM Corporation*

**10:15–11:15**

Starting in the 2011–12 school year, the Civil Rights Data Collection (CRDC) expanded to collect data from the local education agency (LEA) universe—over 17,000 education institutions and agencies in the country. With this wealth of data came many challenges with data quality. In this session, we will review strategies that LEAs can implement to improve data quality, examine the before and after of data quality in the CRDC, and discuss what methods the Office for Civil Rights is using to improve the quality of incoming data and the resulting impacts.

Complexity: Entry Level

**V-E New York Regional Information Center (RIC) One Project: Standards-Based Rostering.. Georgia**

*Joe Fitzgerald, Lower Hudson Regional Information Center (NY)*  
*Jason Wrage, OVRTR, Inc.*

**10:15–11:15**

The 12 Regional Information Centers (RICs) in New York State and the state education department have come together to develop and deliver a family of services to districts, including RIC One API, which supports the exchange of data between authorized educational solutions via a standards-based Application Programming Interface (API). Attendees ideally will learn to leverage this work for their own local needs around student rostering and provisioning.

Complexity: Entry Level

**V-F Encouraging Long-Term Statewide Longitudinal Data System (SLDS)  
Program Viability—Best Practices and Lessons Learned From Virginia and Nevada.....Virginia**

*Tod Massa, State Council of Higher Education for Virginia*  
*Glenn Meyer, Nevada Department of Education*  
*Will Goldschmidt, Center for Innovative Technology*

**10:15–11:15**

Since partnering for their statewide longitudinal data system (SLDS) solutions, Virginia and Nevada have worked to develop robust SLDS programs and execute their research agendas. This session will demonstrate the various ways Virginia and Nevada have leveraged their SLDS solutions to contribute to their respective P–20 research agendas and program priorities. Representatives from Virginia and Nevada will provide insight into such topics as effective practices in multiagency SLDS report development, strategies for developing an effective SLDS communications program, and long-term plans for encouraging SLDS program viability.

Complexity: Intermediate Level

**V–G Data Visualization Design Principles That Work ..... Rhode Island**

*Mark Murray, Arlington Independent School District (TX)*  
*Elaine Rulla and Andrea Hartman, eScholar LLC*

**10:15–11:15**

You’ve collected the data. You’ve checked for data quality. Now you have to create user-friendly and visually engaging data dashboards for all of your end users. Attend this session to see how the Arlington Independent School District, one of the largest school districts in the country, partnered with eScholar to create and deploy custom data dashboards for administrators and commercial off-the-shelf (COTS) data dashboards for their teachers. This session will address many data design principles and how to incorporate them into your dashboards to ensure the best user experience for every end user, from policymakers to classroom teachers.

Complexity: Entry Level

**V–H Quality Maintenance of Financial Support (MFS) and  
Maintenance of Effort (MOE) Data: Improving Individuals  
With Disabilities Education Act (IDEA) Fiscal Reporting..... Pennsylvania**

*Dean Zajic, Kansas State Department of Education*  
*Sara Dautre, Danielle Crain, and Steven Smith, Center for IDEA Fiscal Reporting*

**10:15–11:15**

The Center for Individuals with Disabilities Education Act (IDEA) Fiscal Reporting (CIFR) is an Office of Special Education Programs (OSEP)-funded technical assistance (TA) center that provides TA to state education agencies to help them meet their federal obligation to collect and report special education fiscal data. Two state IDEA fiscal managers will participate on the panel to report the steps taken to improve the quality of Maintenance of State Financial Support (MFS) and local education agency (LEA) Maintenance of Effort (MOE) fiscal data collection and reporting. CIFR staff will present tools, including its MFS toolkit and LEA MOE calculator developed to assist states in ensuring quality and accuracy.

Complexity: Intermediate Level

**11:15–11:30 Break**

11:30–12:30 Concurrent Session VI Presentations

**VI–A Beyond Words: Privacy Technical Assistance  
Center (PTAC) Video Library Overview..... Palm Court Ballroom**

*Baron Rodriguez and Eric Gray, Privacy Technical Assistance Center*

**11:30–12:30**

So much to read, so little time? No worries. Privacy Technical Assistance Center (PTAC) has you, your parents, and districts covered with a variety of video resources to make your lives easier. The PTAC team will demonstrate videos custom made for stakeholder-specific audiences around data privacy and data security. These videos were made to share, so consider linking to these videos on your agency privacy and/or data pages!

Complexity: Entry Level

**VI–B Title I Allocations.....State Ballroom**

*Carolyn Gann and Ian Millett, U.S. Census Bureau  
William Sonnenberg, National Center for Education Statistics*

**11:30–12:30**

The Title I Allocations process involves numerous subject matter specialists from various agencies. For more than 50 years, the National Center for Education Statistics (NCES) has managed the complex processes of Title I. Since 1997, the annual production and use of school-age poverty estimates has evolved into a multistep project undertaken by the U.S. Census Bureau and NCES. This presentation will describe the allocation process, including state revenue and expenditure data submission dates; state per pupil expenditure (SPPE) calculations; the school district boundaries biennial update; and the model-based procedures used to create the school-district-level poverty estimates and the calculation of final allocations.

Complexity: Intermediate Level

**VI–C North Carolina Early Childhood Integrated Data System (NC ECIDS)  
Under the Hood: Data Linking and Management Strategies..... East Ballroom**

*Tom Frantz, North Carolina Department of Information Technology  
Carolyn Cobb, North Carolina Division of Child Development and Early Education  
Dale Epstein, Child Trends*

**11:30–12:30**

This session will provide a look behind the scenes at the North Carolina Early Childhood Integrated Data System (NC ECIDS), including how the data are stored, managed, and integrated to link program data using a federated data model. We will discuss accomplishments and lessons learned

with building the infrastructure for the data system, including leveraging existing unique identifier software, mapping to Common Education Data Standards (CEDS), and creating data crosswalk tables in the state data warehouse. Lastly, this session will provide a preview of the NC ECIDS web portal, including its standard and customizable reports.

Complexity: Intermediate Level

**VI–D    Accessing and Exploring the National Center for Educational Statistics (NCES) Data: Distance Learning Dataset Training System (DLDT) and the Common Core of Data (CCD)..... Chinese Ballroom**

*Stephen Cornman, Andrew White, and Mark Glander, National Center for Education Statistics*

**11:30–12:30**

The National Center for Education Statistics (NCES) has several state-of-the-art data tools that allow users to easily access and analyze data. This session will introduce NCES' Distance Learning Dataset Training System (DLDT), which provides information about all NCES datasets and the tools that users need in order to find published reports, explore and acquire data, create data files, and conduct analyses in selected statistical software packages. The DLDT also provides instruction in how to properly use NCES public-use and restricted-use datasets. The DLDT can be found at <https://nces.ed.gov/training/datauser/>. This session will also offer in-depth instruction on the Elementary/Secondary Information System (ELSI) and advice on using the ELSI data tool to navigate five NCES data sets, including the National Public Education Financial Survey (NPEFS); the School District Finance Survey (F-33); the School Universe Survey; the Local Education Agency Universe Survey; and the State Nonfiscal Survey from the Common Core of Data (CCD). This section offers interactive training on the ELSI data tool that allows the data user to create user-specific tables of public school data by selecting data elements from over 400 variables at the state, district, or school level. The data tool can be found at <http://nces.ed.gov/ccd/elsi/>.

Complexity: Intermediate Level

**VI–E    Reducing Barriers to Rigorous Evaluation: New Tools for School Districts..... Georgia**

*Katrina Stevens, U.S. Department of Education  
Alexandra Resch, Mathematica Policy Research*

**11:30–12:30**

School administrators routinely make decisions about educational technologies that are intended to improve student outcomes, but they have limited capacity to assess whether these products meet their students' needs. Through the U.S. Department of Education's Office of Educational Technology (OET), a web-based interactive toolkit is being developed to meet the needs of districts seeking to evaluate the effectiveness of the education technology products they use. This session will overview the tools that are being developed and discuss their usability and application in education settings, including the early implementation experiences in the project's partner districts.

Complexity: Entry Level

**VI–F Inner Workings and Products of the Kentucky Longitudinal Data System (KLDS) .....Virginia**

*Angie Tombari, Scott Secamiglio, Jessica Cunningham, Bryan Eifler, and Richard Mensah  
Kentucky Center for Education and Workforce Statistics*

**11:30–12:30**

The Kentucky Center for Education and Workforce Statistics (KCEWS) is tasked by the state of Kentucky with the responsibility of housing the Kentucky Longitudinal Data System (KLDS), a centralized data warehouse that allows for a cross-sector understanding of data, metrics, and policy implications. The KLDS currently is capable of linking data from P–12 through the workforce. This panel is intended to illuminate the complexities experienced by KCEWS in regards to ensuring data quality, linking data beyond K–12, and creating effective reports utilizing those linkages.

Complexity: Intermediate Level

**VI–G The Evaluation of the FIRST Robotic Program Using Washington’s Statewide Longitudinal Data System (SLDS) ..... Rhode Island**

*Vivien Chen, Washington Education Research and Data Center*

**11:30–12:30**

This presentation will demonstrate how the Washington Education Research and Data Center utilizes a statewide longitudinal data system (SLDS) in response to a data analytical request from the For Inspiration and Recognition of Science and Technology (FIRST) program. The study uses descriptive and propensity score matching approaches to examine the characteristics of FIRST Robotic program participants and their academic progress and completion in K–12 and postsecondary sectors. Findings and issues related to data linking and quality will be discussed.

Complexity: Advanced Level

**VI–H Where’s My Student Personally Identifiable Information (PII)? ..... Pennsylvania**

*Kim Nesmith and Rebecca Lamury, Louisiana Department of Education  
Juan Guerrero, eScholar LLC*

**11:30–12:30**

In 2014, the Louisiana State Legislature passed a law that severely limited the Louisiana Department of Education’s access to student information. This session will share the story of compliance and the need to assign new unique identifiers and restructure work processes under one of the most protective privacy laws in the country. In addition, the presenters will highlight how the new unique identifier was leveraged to match student data for such program-matching initiatives as Direct Certification, ACT, Medicare, and other national data sets. Future plans for Direct Certification record matching will also be discussed.

Complexity: Entry Level

12:30–1:45 Lunch (on Your Own)

**Common Core of Data (CCD) Fiscal Coordinators' Roundtable**  
**1:45–4:00 .....District Ballroom (Lower Lobby)**

*Stephen Cornman, National Center for Education Statistics*  
*Leanne Emm, Colorado Department of Education*  
*Chris May, Michigan Department of Education*  
*Cynthia Brown, Rhode Island Department of Education*  
*Amy Rowell, Georgia Department of Education*

(This session is reserved for CCD Fiscal Coordinators.)

Here is your opportunity to discuss with key people—your colleagues in other states and federal staff from the National Center for Education Statistics (NCES) and the U.S. Census Bureau—various financial reporting dilemmas. Bring your questions and answers and be prepared to discuss such issues as the following:

- What is the nature of school finance data required under the Every Student Succeeds Act (ESSA)?
- Can state education agencies (SEAs) report expenditures based on federal revenue (other than impact aid) separately from expenditures based on state and/or local revenue?
- How can expenditures incurred by one district but paid on behalf of students in another district be coded without distorting the per pupil amounts?
- How can SEAs account for Indirect Cost Recovery without distorting actual expenditures?
- Can expenditures for charter schools be efficiently collected?

**1:45–2:45 Concurrent Session VII Presentations**

**VII–A Using State Longitudinal Data to Study Postsecondary Success:  
Lessons From Regional Educational Laboratory (REL)  
Midwest Research in Two States ..... Palm Court Ballroom**

*Stacy Townsley, Indiana Commission for Higher Education*  
*Kara Arzamendia, Minnesota Department of Education*  
*Amy Proger and Elisabeth Davis, Regional Educational Laboratory (REL) Midwest at the  
American Institutes for Research*

**1:45–2:45**

Panelists will draw on their experience as researchers and practitioners using state longitudinal data systems (SLDSs) to identify practical considerations for studying student access to and success in postsecondary education. Specifically, they will discuss challenges associated with identifying



common measures of college readiness and success; tracking students through nontraditional pathways, such as multiple institutions and multiple enrollment spells; and addressing data-quality problems. They will draw on examples from Regional Educational Laboratory (REL) Midwest research conducted in partnership with the Minnesota Office of Higher Education and the Indiana Commission for Higher Education. REL Midwest is funded by the Institute of Education Sciences.

Complexity: Entry Level

**VII-B Three States, One EDFacts Reporting Solution .....State Ballroom**

*John Porter, Mississippi Department of Education*  
*Joseph Cowan, Pennsylvania Department of Education*  
*Kristen DeSalvatore, New York State Education Department*  
*John Pagnotta, eScholar LLC*

**1:45–2:45**

Pennsylvania, New York, and Mississippi—three different states with different challenges, but all with the same goal of submitting their EDFacts files in a timely and accurate fashion. This session will have a panel of representatives from these three states that use the eScholar EDFacts Solution to generate their EDFacts files. The panelists will address such topics as collecting data from their local education agencies and automating their EDFacts file generations.

Complexity: Intermediate Level

**VII-C Value and Impact of Common Data Definitions for Scaling Student Success..... East Ballroom**

*Nancy O’Neill, University System of Maryland*  
*Hae Okimoto, University of Hawaii System*  
*Ellen Wagner, Hobsons*

**1:45–2:45**

This session will explore the impact of using commonly defined variables for conducting predictive analyses to find students at risk, using national outcomes benchmarks for tracking progress, and assessing the efficacy of interventions used to support student success. The University of Hawaii System and the University System of Maryland will share the results of work using the Predictive Analytics Reporting (PAR) Framework’s openly licensed and published data definitions and frameworks for systemic improvements (<https://community.datacookbook.com/public/institutions/par>). Of particular interest are the findings that common definitions are instrumental to accelerating adoption and to finding solutions and strategies that ensure student success.

Complexity: Intermediate Level

**VII–D Data Management System (DMS)  
Demonstration and Questions and Answers ..... Chinese Ballroom**

*Robert Stillwell, National Center for Education Statistics  
Beth Sinclair, AEM Corporation*

**1:45–2:45**

A new tool is in place to process Common Core of Data (CCD) data: the Data Management System (DMS). One of the primary goals of the DMS is to increase the level of transparency in CCD data processing. As soon as data are submitted through the ED*Facts* Submission System (ESS) and replicated to the DMS, state education agency users can view error reports and provide feedback using the built-in comment system. The CCD Team at Applied Engineering Management (AEM) Corporation have access to the same error reports and can review state comments and explanations in real time. During this session, the AEM CCD Team will demonstrate the DMS, highlight available resources, and provide time for questions. This session is recommended for CCD Nonfiscal Coordinators.

Complexity: Entry Level

**VII–E Encouraging Use of the Longitudinal Data  
System for Research: The Arkansas Experience..... Georgia**

*Eric Saunders, Arkansas Department of Education  
Denise Airola, University of Arkansas  
Chrys Dougherty, ACT*

**1:45–2:45**

This presentation will discuss how the Arkansas Department of Education encourages the use of longitudinal data for research, with appropriate privacy protections under the Family Educational Rights and Privacy Act (FERPA). The presenters include an out-of-state researcher, the state education agency leader responsible for the data, and a researcher from the state's land grant university, all of whom are using the data to support the state agency and local education agencies in the state. In addition to describing past and current research, they will discuss future directions for collaborative research agenda development and research dissemination in a world of limited budgets.

Complexity: Entry Level

**VII–F Matching External Cohorts to Your Statewide  
Longitudinal Data System (SLDS)? Beware!.....Virginia**

*John Sabel, Washington Education Research and Data Center*

**1:45–2:45**

The capability to match external cohorts is a vital component of many statewide longitudinal data systems (SLDSs). But there is an important nuance to this capability: the potential for many-

to-many matches between a cohort’s research IDs and the SLDS person IDs. Easily overlooked, these many-to-many matches often result in hidden spurious duplication of the SLDS data that are attached to external cohorts. This presentation will show how these many-to-many matches come about and show how these matches can be resolved using a “Crosslink ID.” In addition, some basic measures will be discussed that will show the degree of any many-to-many matches that might exist.

Complexity: Intermediate Level

**VII–G *Forum Guide to Elementary/Secondary Virtual Education Data* ..... Rhode Island**

*Laurel Krsek, San Ramon Valley Unified School District (CA)*  
*Sarah Grady and Mark Glander, National Center for Education Statistics*

**1:45–2:45**

The National Center for Education Statistics (NCES) is developing new measures of virtual education for its survey and administrative collections. A pivotal influence on this process is the *Forum Guide to Elementary/Secondary Virtual Education Data* (NFES 2016-095). This session will present highlights from the guide and some practical experiences from Forum members with measuring virtual education in their agencies. Additionally, NCES wants to hear from you about your experiences with data about virtual education within your states and districts! This session, moderated by NCES, will open a discussion with state and local education agencies in attendance about the opportunities and challenges in collecting data about virtual education.

Complexity: Entry Level

**VII–H *Federal K–12 Data at Your Fingertips* ..... Pennsylvania**

*Rachel Hansen and Elise Christopher, National Center for Education Statistics*  
*Stephanie Nevill, RTI*

**1:45–2:45**

The National Center for Education Statistics (NCES) is responsible for maintaining and providing access to vast stores of student and school data. PowerStats and QuickStats provide users with an intuitive drag-and-drop workspace in which they are able to use many different survey datasets to create complex tables and regressions. This demonstration will highlight K–12 research questions that can be quickly and easily answered using data from the School Survey on Crime and Safety (SSOCS), the High School Longitudinal Study (HSLs), and the Education Longitudinal Study (ELS).

Complexity: Entry Level

2:45–3:00 Break

3:00–4:00 Concurrent Session VIII Presentations

**VIII–A Evaluating Privacy and Security Provisions in  
Education Tech Terms of Service Agreements ..... Palm Court Ballroom**

*Shane Morrisey, U.S. Department of Education  
Eric Gray, Privacy Technical Assistance Center*

**3:00–4:00**

The use of educational technology in the classroom is becoming increasingly prevalent. The apps and software being used usually require a teacher or administrator to agree to a terms of service, terms of use, or other agreement that may seek to control the collection and use of student personally identifiable information (PII) before students can actually use these tools. How does the Family Educational Rights and Privacy Act (FERPA) apply in these situations? What language is actually included in these agreements? And what do you need to look out for before clicking “I agree?”

Complexity: Intermediate Level

**VIII–B The Common Core of Data (CCD)—America’s Public Schools.....State Ballroom**

*Mark Glander, National Center for Education Statistics*

**3:00–4:00**

The Common Core of Data (CCD) is the U.S. Department of Education’s primary database on public elementary and secondary schools and school districts. This session will discuss the data available from CCD, how those data can be accessed, and changes that are being made in how the CCD is reported.

Complexity: Entry Level

**VIII–C CONNECTing Data Collection and Data Use..... East Ballroom**

*Etai Mizrav, District of Columbia Office of the State Superintendent of Education  
Nancy Copa and Monica Young, AEM Corporation*

**3:00–4:00**

Now more than ever, high-quality data must be used to answer critical policy questions and support policies and laws, such as the Every Student Succeeds Act (ESSA), that promote the education of children. The journey from the development of questions and/or metrics to a usable form of data

need not be difficult to navigate. The Equitable Access Support Network, using Common Education Data Standards (CEDS) Connect, is able to provide states the necessary data elements and analysis plan to address a critical question about equitable access to teachers so staff can communicate with their IT personnel. This session will demonstrate how you can replicate this process for your questions/metrics.

Complexity: Entry Level

**VIII–D Internal Controls ..... Chinese Ballroom**

*Barbara Timm, U.S. Department of Education*

**3:00–4:00**

This presentation will review internal control models and how those models can be applied at the local and state education agency levels to provide reasonable assurance that data reported are accurate and complete.

Complexity: Entry Level

**VIII–E EDUCaTION wiThout d@tA sdradnat\$ ..... Georgia**

*Bob Swiggum, Georgia State Department of Education*

*Laura Hansen, Metropolitan Nashville Public Schools (TN)*

*Duane Brown, AEM Corporation*

**3:00–4:00**

The Georgia State Department of Education, Metropolitan Nashville Public Schools (Tennessee), and the Common Education Data Standards (CEDS) Team will present on how standards, such as CEDS, are solving many of the challenges local education agencies and states face related to data management and use. An education world without any data standards at all is unimaginable. Join this session to explore how data standards impact everything from budgeting and resources to data collection and effective use of data, and what it means to take data standards to the next level.

Complexity: Entry Level

**VIII–F Best Practice for Enhancing Collaborative Data Use in Schools.....Virginia**

*Margie Johnson, Metropolitan Nashville Public Schools (TN)*

*Stephanie Wilkerson, Magnolia Consulting, LLC*

**3:00–4:00**

Research demonstrates the positive effect collaboration has on student achievement. Of course, fostering a culture of collaboration is easier said than done. Metropolitan Nashville Public Schools (Tennessee), in partnership with Regional Educational Laboratory Appalachia, has been on a three-

year journey building middle school educators' capacities to use data for leveraging collaborative expertise throughout the organization. This session will provide participants with the best practices and lessons learned for enhancing collaborative data-use practices.

Complexity: Entry Level

**VIII–G Looking Over the Education Demographic and Geographic Estimates (EDGE) Program: New Resources to Investigate the Social and Spatial Context of Education ..... Rhode Island**

*Doug Geverdt, National Center for Education Statistics*

**3:00–4:00**

Geographic conditions impact educational outcomes; so the National Center for Education Statistics (NCES), in collaboration with the U.S. Census Bureau, provides unique data resources to help analysts understand the social and spatial context of education. This presentation will discuss new additions to the NCES Education Demographic and Geographic Estimates (EDGE) Program, including geographic locale boundaries, a time series of composite school district boundaries, and updated custom school district demographic and economic estimates developed from the American Community Survey. This presentation will include a brief overview of on-going research to develop supplemental neighborhood poverty indicators and other initiatives planned for the upcoming year.

Complexity: Intermediate Level

**VIII–H Cross-Sector Data Integration to Support Hawaii's Data-Use Strategies ..... Pennsylvania**

*Jean Osumi, University of Hawaii/Hawaii P–20 Partnerships for Education*  
*John Watson and Mary Kay Patton, Institute for Evidence-Based Change*

**3:00–4:00**

Just because a data system can store K–12, postsecondary, and workforce data, it doesn't automatically mean the system was designed to facilitate cross-sector reporting. With assistance from the Institute for Evidence-Based Change, the Hawaii Data eXchange Partnership has extended its P20W statewide longitudinal data system through the creation of cross-sector fact tables to support reporting and metric development. The story of the need behind the effort, how the tables were conceptualized, and the process for the table development will be presented.

Complexity: Entry Level

4:00–4:15 Break

4:15–5:15 Concurrent Session IX Presentations

**IX–A Privacy in Public Reporting:  
Updates From the U.S. Department of Education ..... Palm Court Ballroom**

*Michael Hawes and Frank Miller, U.S. Department of Education  
Kim Nesmith, Louisiana Department of Education*

**4:15–5:15**

This session will cover recent updates from the U.S. Department of Education on the requirements and best practice recommendations for states and districts to follow to protect student privacy when publishing student enrollment, performance, and outcome data.

Complexity: Intermediate Level

**IX–B State Use of Apprenticeship and Work-Based Learning Data.....State Ballroom**

*Jenna Leventoff, Workforce Data Quality Campaign  
Scott Powell, Michigan Bureau of Labor Market Information and Strategic Initiatives  
Dean Folkers, Nebraska Department of Education*

**4:15–5:15**

Apprenticeship and work-based learning data are seldom discussed but essential for auditing and evaluating these programs. In this session, the Workforce Data Quality Campaign will provide an overview of Registered Apprenticeship and work-based learning data. Then representatives from Michigan and Nebraska, two of the few states that have this data, will discuss how they obtained it and the challenges they've faced in getting and using it, as well as how they have overcome those challenges. Finally, these states will discuss the research and/or reporting they have undertaken about apprenticeship and work-based learning programs.

Complexity: Entry Level

**IX–C    A Free Tool for More Efficient and Effective Research Request Processes ..... East Ballroom**

*Karen Pyle, Washington Office of Financial Management*  
*Carla Howe, Statewide Longitudinal Data System (SLDS) State Support Team*  
*Andrea Hall, AEM Corporation*

**4:15–5:15**

With the increasing maturity of state longitudinal data systems (SLDSs), the number of requests for SLDS data for research has also increased. Join this session to learn how the use of the free Connect tool can help increase efficiencies in your data-request process so that researchers are able to make clearer requests and staff can spend less time asking clarifying questions of researchers to fulfill requests. Presenters from the State Support Team, Common Education Data Standards, and the state of Washington will share examples, tips, and promising practices to make the research-request process manageable and efficient for the state education agency (SEA) and researchers alike.

Complexity: Entry Level

**IX–D    Security Controls Over IT ..... Chinese Ballroom**

*Barbara Timm, U.S. Department of Education*  
*John Skilling, CTGi*

**4:15–5:15**

Problems with and concerns about security over data and IT are constantly in the news. During this session, we will review the National Institute of Standards and Technology (NIST) Publication 800-53: *Security and Privacy Controls for Federal Information Systems and Organizations* for applicability to state and local education agencies. This session will focus on the general management of controls to provide reasonable assurance of security over data and IT.

Complexity: Entry Level

**IX–E    The xPress API Suite ..... Georgia**

*Nathan Clinton, Washington State Office of the Superintendent of Public Instruction*  
*Larry Fruth, Access 4 Learning*  
*Jason Wrage, OVRTR, Inc.*

**4:15–5:15**

xPress is the new line of the School Interoperability Framework (SIF) Data Specifications developed to simplify data management, movement, and usage for end users and developers. Using openly developed technical standards, xPress is now being used in large-scale deployments across the country and even internationally. Come and hear about the simplified Alternate Performance



Indicators (APIs) for rostering, assessment, and student records exchange—all being used today in real world implementations. Come and learn what you can demand from marketplace providers!

Complexity: Intermediate Level

**IX–F    Linking Data Systems to Identify Trends and Improve  
State Postsecondary Financial Aid Programs.....Virginia**

*Benjamin Robinson and Niranjana Murali  
District of Columbia Office of the State Superintendent of Education*

**4:15–5:15**

Since its inception, the federally funded District of Columbia Tuition Assistance Grant (DCTAG) Program has expanded higher education options for District residents by providing grants of up to \$10,000 per year toward the difference between in-state and out-of-state tuition at public colleges and universities throughout the country. After a discussion of the evolution of the program over the past 15 years, this session will explore collaborative efforts to enhance coordination between state data systems in order to improve targeted program outreach efforts and to better understand postsecondary trends for graduates of public high schools in the District.

Complexity: Intermediate Level

**IX–G    The Tip of the Statewide Longitudinal Data System (SLDS) Iceberg—  
Enhancing Reporting and Research Efficiency Using Tennessee’s SLDS ..... Rhode Island**

*Matt Freeman and Brian Douglas, Tennessee Higher Education Commission*

**4:15–5:15**

The development of Tennessee’s State Longitudinal Data System (SLDS) has led to the unprecedented availability of data on Tennessee residents from kindergarten to the workforce. Join us to learn how the Tennessee Higher Education Commission’s Policy, Planning, and Research Division continues to enhance its research and reporting functions via data from this SLDS, along with the use of dynamic linkages across platforms. Presenters will showcase customized mapping tools (for college attendance, wages, etc.), the transition from static to (semi-) automated reporting, the utility of SLDS data in Tennessee’s research agenda, and exciting next steps on the horizon.

Complexity: Entry Level

**IX–H Math Transition: An Intersection of Data, Policy, and Program ..... Pennsylvania**

*Anita Huang and Dan Doerger, Hawaii P-20 Partnerships for Education*

**4:15–5:15**

One measure of college readiness for Hawaii’s high school graduates is the ability to transition directly into college-level, credit-bearing courses in postsecondary settings. This session will discuss how high-school-to-postsecondary math data were used to inform the development of a University of Hawaii systemwide placement policy using Smarter Balanced scores and the collaborative high school and postsecondary development of a twelfth-grade math course to support student transitions to college-level math.

Complexity: Entry Level

8:00–12:30      Registration ..... Promenade Foyer (Lobby Level)

8:00–10:30      Demonstrations ..... Promenade Foyer (Lobby Level)

**9:00–10:00      Concurrent Session X Presentations**

**X–A      Supporting Data Use at State Education Agencies:  
Regional Educational Laboratory (REL) Central Tools..... Palm Court Ballroom**

*Stephen Meyer and Michael Culberson, Regional Educational Laboratory Central at RMC Research  
Marc Brodersen, Regional Educational Laboratory Central at Marzano Research  
Abby Javurek-Humig, South Dakota Department of Education*

**9:00–10:00**

The Regional Educational Laboratory Central (REL Central) at Marzano Research worked closely with state education agencies in Kansas, North Dakota, and South Dakota to develop tools that support data use. This session will provide an overview of tools for (1) improving reliability of teacher candidate performance scores, (2) examining student achievement gaps, and (3) collecting survey data. These tools were developed using commonly available or free software (e.g., Excel, R, and Google Forms). REL and state education agency staff will demonstrate the tools and discuss their development and how they have been used. The REL program is funded by the Institute of Education Sciences (IES).

Complexity: Entry Level

**X–B      Institute of Education Sciences (IES) Funding Opportunities to  
Analyze State and District Administrative Data ..... State Ballroom**

*Allen Ruby, U.S. Department of Education*

**9:00–10:00**

This session will identify the Institute of Education Sciences (IES) funding opportunities that support the analysis of state and district administrative data, such as state longitudinal data systems. The specific grant programs will be identified, and examples of ongoing funded projects will be described. Tips for writing a grant application will be provided. The presenter will comment on the appropriate grant program for your research idea and will provide contact information for the appropriate IES program officer who can discuss your research idea with you.

Complexity: Entry Level

**X–C     Building an Exchange for Industry Certification Data ..... East Ballroom**

*John Haigh, U.S. Department of Education*  
*Catherine Imperatore, Association for Career and Technical Education (ACTE)*  
*Gardner Carrick, The Manufacturing Institute*

**9:00–10:00**

Results from pilot projects linking industry-based certification data from CompTIA and other industry organizations with education and workforce data have demonstrated proof of concept for this data matching and have generated data to help answer questions about the value of certification for students, employers, and schools. The Certification Data Exchange Project, the National Association of Manufacturers, and other partners are now exploring ways to scale up data exchange for industry certifications. This presentation will share findings, discuss the formation of a broader data-exchange network, and consider implications for the Workforce Innovation and Opportunity Act (WIOA), the Perkins Career and Technical Education (CTE) Act, and other federal and state initiatives.

Complexity: Intermediate Level

**X–D     Using Individuals With Disabilities Education Act (IDEA)  
EDFacts Data in IDEA Annual Performance Report Measurements..... Chinese Ballroom**

*Richelle Davis, U.S. Department of Education*  
*Terry Long, IDEA Data Center*  
*Samantha Hollins, Virginia Department of Education*

**9:00–10:00**

The intended audience for this presentation is state EDFacts data coordinators. This presentation will increase state EDFacts data coordinators' knowledge of the way states apply Individuals with Disabilities Education Act (IDEA) data collected for use in EDFacts file submissions as measurements with their states' IDEA State Performance Plan/Annual Performance Report (SPP/APR). Data from EDFacts IDEA files C002, C006, C009, C089, C175, C178, C185, and C188 are used in measurements of IDEA Part B SPP/APR Indicators 2, 3, 4, 5, 6, 9, and 10.

Complexity: Intermediate Level

**X–E     An Update on *The Condition of Education 2016* ..... Georgia**

*Grace Kena and Cristobal de Brey, National Center for Education Statistics*  
*Jijun Zhang, American Institutes for Research*

**9:00–10:00**

This session will present findings from the National Center for Education Statistics' *The Condition of Education 2016* report, which features data spanning the education spectrum. This presentation will include findings on topics ranging from early childhood education to postsecondary education

and outcomes. Two particular areas of focus will be the postsecondary enrollment status of a cohort of recent high school completers and differences in median annual earnings among individuals with at least a bachelor's degree by occupation, sex, and race/ethnicity.

Complexity: Entry Level

**X–F    State Support for Local Education Agencies' (LEAs)  
Civil Rights Data Collection (CRDC) ..... Virginia**

*Dean Folkers, Nebraska Department of Education*  
*Terra Dominguez, North Carolina Department of Public Instruction*  
*Dede Conner, Kentucky Department of Education*  
*Rosa Olmeda, U.S. Department of Education*  
*Kathy Gosa, Statewide Longitudinal Data System (SLDS) State Support Team*

**9:00–10:00**

The Civil Rights Data Collection (CRDC), a biennial survey required from local education agencies (LEAs) by the U.S. Department of Education's Office for Civil Rights (OCR), collects civil rights indicators regarding access and barriers to educational opportunity. Since CRDC and statewide longitudinal data system (SLDS) data overlap, several states have assisted LEAs with reporting, and OCR has provided tools to support this work. This is a State Support Team-facilitated panel discussion with states that supported LEAs for the CRDC regarding their reasons, processes, and challenges. In addition, a representative from the Nebraska Department of Education will describe a solution they are working on that uses the Common Education Data Standards (CEDS)-aligned Ed-Fi® Data Standard. Finally, OCR will describe plans for the upcoming CRDC collection timeline, support, tools.

Complexity: Intermediate Level

**X–G    Providing Actionable Information to Educators ..... Rhode Island**

*Brent Engelman, John Shake, and Deborah Stirling, Illinois State Board of Education*

**9:00–10:00**

Recognizing the importance of providing educators with accurate data, Illinois created a data-quality dashboard two years ago, which has improved accuracy in many areas. Now with a new data dashboard system on the horizon, the Illinois State Board of Education is utilizing an incremental expansion process to repurpose code and procedures from the data-quality and nationally recognized school report card systems to provide accurate, actionable information to educators for instructional improvement. This presentation will address the strategic steps Illinois has taken to integrate, repurpose, and expand systems to increase data utility for instructional purposes.

Complexity: Entry Level

**X-H Using P20W Statewide Longitudinal Data System (SLDS)  
Data to Examine Postsecondary Dropouts ..... Pennsylvania**

*Karen Pyle, Washington Office of Financial Management*

**9:00–10:00**

One-fifth of Washington state residents aged 17 to 54 have some college education but no degree. In today's economy, in order to meet the needs of employers and obtain living-wage jobs, more Washingtonians need postsecondary education credentials. Using data from the state's P20W data system, Washington's Education Research and Data Center conducted an exploratory analysis of students who left postsecondary education without obtaining a degree, looking at demographic characteristics, high school background, and employment patterns before, during, and after postsecondary enrollment. This session will explore descriptive analysis results as well as methods used to link data and will visually display results.

Complexity: Entry Level

**10:00–10:15 Break**

**10:15–11:15 Concurrent Session XI Presentations**

**XI-A Leveraging Research Agendas to Guide Informed Decisionmaking ..... Palm Court Ballroom**

*Zenaida Natividad, Guam Department of Education*

*Sam Rauschenberg, Georgia Governor's Office of Student Achievement*

*Carla Howe, Statewide Longitudinal Data System (SLDS) State Support Team*

**10:15–11:15**

Join representatives from the Statewide Longitudinal Data System (SLDS) State Support Team, Guam, and Georgia as they discuss the importance of a research agenda to make informed decisions about critical policy and programmatic needs. A robust research agenda is dependent upon several factors, including the availability and accessibility of state education agency data, awareness of state-specific law and policy, and the capacity to partner with others. In this session, you will learn more about the rationale for the development of a research agenda, who was involved, why it matters, and what's next! Presenters will share tips and considerations for the development and implementation of a research agenda in your state.

Complexity: Entry Level

**XI–B    Performance Reporting and Evaluation Requirements  
Under the Workforce Innovation and Opportunity Act (WIOA) .....State Ballroom**

*Dale King, U.S. Department of Education  
Baron Rodriguez, Privacy Technical Assistance Center*

**10:15–11:15**

States are required to use education information and quarterly wage records to measure performance of the core programs and other programs authorized by the Workforce Innovation and Opportunity Act (WIOA). This session will provide information to assist Vocational Rehabilitation (VR) agencies, educational agencies and institutions, and service providers in performance reporting and evaluation requirements under WIOA. Several scenarios will be covered to assist agencies with their unique data-sharing methodologies.

Complexity: Intermediate Level

**XI–C    Civil Rights Data Collection (CRDC)—Where Does the Data Go? ..... East Ballroom**

*Janis Brown, U.S. Department of Education  
Anthea Brady and Tiffany Boyd, AEM Corporation*

**10:15–11:15**

The Civil Rights Data Collection (CRDC) collects data from more than 17,000 educational institutions and agencies from across the nation. In this session, we will dive deeper into how the data are used—by the Office for Civil Rights, the National Center for Education Statistics, state education agencies (SEAs), local education agencies (LEAs), and researchers. For SEAs and LEAs exploring the use of CRDC data, we will look at what questions can be answered from the data collected. This session is appropriate for those collecting or reporting CRDC data and for those interested in how CRDC data can be used to tell a story.

Complexity: Entry Level

**XI–D    Individualized Education Program (IEP) Standardization ..... Chinese Ballroom**

*Jennifer Schmidt, Meta Solutions  
Larry Fruth, Access 4 Learning*

**10:15–11:15**

The individualized education program (IEP) is designed to help students succeed in school by describing the goals a large team (parents, teachers, administrators, special services, etc.) sets for a child during the school year, as well as any special support needed to help achieve them. This project focuses on the identification, management, and movement of the information as well as supporting information required to allow “between application” standardized transfer. This group

is in the final stages of developing the data model for a “transfer IEP” that can move between districts. Come join us in addressing this critical component to ensure learning progression for all!

Complexity: Entry Level

**XI-E University-Agency Statewide Longitudinal Data System (SLDS)  
Partnerships: Analysis of Student Mobility-Indicating Data in Virginia ..... Georgia**

*Jennifer Piver-Renna, Virginia Department of Education  
Isabel Bradburn, Virginia Tech*

**10:15–11:15**

Using data from the Virginia Longitudinal Data System, Virginia Tech collaborated with the Virginia Department of Education to characterize data pertaining to student movement between, into, and out of public schools and across cohorts and grades. This characterization of data is critical to understanding the degree and patterns of school transitioning that regularly occurs and that can have dramatic implications for student achievement. This session will explain the study, its implications for policy and research, and how it serves as an example of the value of a statewide longitudinal data system (SLDS) to define issues and identify potential interventions.

Complexity: Intermediate Level

**XI-F Measuring New Indicators for Science, Technology,  
Engineering, and Mathematics (STEM) Education:  
State-Level Opportunities and Leading Examples .....Virginia**

*Jessica Mislevy, SRI International  
Ellen Mandinach, WestEd  
Doug Paulson, Minnesota Department of Education*

**10:15–11:15**

In *Monitoring Progress Toward Successful K–12 STEM Education*, the National Research Council argues for new and enhanced indicators in science, technology, engineering, and mathematics (STEM) that yield actionable data to guide improvements in STEM education. In this session, participants from the projects funded by the National Science Foundation to inform approaches for measuring the 14 indicators from the report will introduce the effort and share recommendations from a study investigating the feasibility of using the statewide longitudinal data systems (SLDS) infrastructure. To exemplify practical applications, a representative from the Minnesota Department of Education will showcase its Compass resource, which tracks key measures of STEM success from PreK to mid-career.

Complexity: Entry Level



**XI–G    Navigating Changing Statewide Longitudinal Data  
System (SLDS) Landscapes: State Perspectives and  
Partnering With the Regional Educational Laboratories (RELs)..... Rhode Island**

*Deborah Rodrigues, Pennsylvania Department of Education  
Ross Goldstein, Maryland Longitudinal Data System (MLDS) Center  
Jackie Lundberg, Georgia Governor’s Office of Student Achievement  
Cynthia Hearn, South Carolina Department of Education  
Zena Rudo, Regional Educational Laboratory Southeast at Florida State University  
Kasia Razynska, Regional Educational Laboratory Mid-Atlantic at ICF International*

**10:15–11:15**

Changes to state policies, administration, and data needs play a large role in the evolution and adaptation of statewide longitudinal data system (SLDS) landscapes. Data leaders from Georgia, Maryland, Pennsylvania, and South Carolina will discuss lessons learned in navigating this landscape. This session will focus on the states’ SLDS successes, barriers, and sustainability as well as the support and resources provided by the Regional Educational Laboratories (RELs) through research and technical assistance projects. This panel will also discuss challenges to wider and more consistent SLDS use by both policymakers and researchers. The REL program is funded by the Institute of Education Sciences.

Complexity: Entry Level

**XI–H    A More Productive Partnership: A Discussion on  
Preparing More Accessible State and Local Education Data ..... Pennsylvania**

*Lauren Musu-Gillette, Joel McFarland, and Grace Kena, National Center for Education Statistics*

**10:15–11:15**

Many National Center for Education Statistics (NCES) annual reports, such as the *Digest of Education Statistics*, provide state- and local-level statistics drawn from such administrative data sources as EDFacts, Common Core of Data (CCD), Civil Rights Data Collection (CRDC), and Integrated Postsecondary Education Data System (IPEDS). However, these data can be difficult to find if you don’t know where to look. This session will review the range of state-level data that are available in our annual publications and on the NCES website. We will also engage the audience for ideas on how NCES can make subnational data more useful and accessible.

Complexity: Entry Level

11:15–11:30 Break

11:30–12:30 Concurrent Session XII Presentations

**XII–A Implementing Data Strategy Within the U.S. Department of Education ..... Palm Court Ballroom**

*Ross Santy, National Center for Education Statistics*  
*Kathleen Styles, U.S. Department of Education*

**11:30–12:30**

Data governance boards within state and local education agencies of the country are often developed in response to a specific need or problem. But what happens once that initial problem has been addressed? At the U.S. Department of Education (ED) in recent years, the work of the Data Strategy Team has been evolving from an initial focus on communication and awareness around data issues to a more operations-oriented focus on establishing priorities for addressing identified data governance/data management issues. This interactive session will present information from ED's experiences over recent years, with a focus on how its experiences and the experiences of state or local education agencies are similar.

Complexity: Intermediate Level

**XII–B Home Language Survey Data-Quality Self-Assessment Tool:  
A Project of Regional Educational Laboratory (REL) Northeast and Islands.....State Ballroom**

*Elizabeth Eisner, Institute of Education Sciences*  
*Daniel Mello, Regional Educational Laboratory Northeast and Islands at WestEd*

**11:30–12:30**

All states require or recommend that districts use a Home Language Survey (HLS) as a screening tool to identify students who are potential English learner students. Recent studies highlight factors that affect the quality of HLS data. This presentation will describe a project of the Regional Educational Laboratory Northeast and Islands (REL-NEI), done in collaboration with the Connecticut Administrators of Programs for English Language Learners (CAPELL), to develop a HLS Data-Quality Self-Assessment Tool for states and districts to improve the quality of data used at the start of a process to identify English learner students. REL-NEI is funded by the Institute of Education Sciences.

Complexity: Entry Level

**XII–C Standardizing Transcripts for Data Sharing ..... East Ballroom**

*DeDe Conner, Kentucky Department of Education*  
*Elias Ferdoussi, Parchment*

**11:30–12:30**

The Kentucky Department of Education (KDE) and Parchment partnered on a statewide electronic transcript engagement three years ago. What makes KDE’s statewide eTranscript engagement unique is Parchment’s integration with KDE’s statewide student information system. All Kentucky high schools, colleges, and universities have embraced the new user-friendly workflow and P20W Education Standards Council (PESC) standards for sending and receiving transcripts. The presenters will describe the efforts involved to begin and go live with the statewide partnership with Parchment. They will also discuss the results that KDE has observed from its statewide electronic transcript engagement.

Complexity: Intermediate Level

**XII–D Of Data Security and Zombie Defense ..... Chinese Ballroom**

*Michael Hawes, U.S. Department of Education*  
*Michael Tassej, Privacy Technical Assistance Center*

**11:30–12:30**

When the Zombie Apocalypse happens, you can bet on one thing: there will be a lot more Zombies than bullets. The same holds true with data security. The adoption of cloud services, bring your own device (BYOD), and internet of things (IoT), securing student data and personally identifiable information (PII) in our information systems has never been trickier. With limited resources, what Zombies do we shoot first? In this session, we will look at outbreaks—or educational data breaches—to see where you can aim your security programs to be most effective. Because when it’s your brains on the line, pick your weapons carefully.

Complexity: Entry Level

**XII–E It Takes a Village: Connecting Community to Student Success..... Georgia**

*Christopher Marczak, Maury County Public Schools (TN)*  
*Peter Bencivenga, IO Education*

**11:30–12:30**

Creating a culture of success cannot begin and end in school buildings. That’s why Dr. Christopher Marczak, Director of Schools, created a partnership among the Maury County Chamber and Economic Alliance, local business leaders, and the Maury County Public Schools (MCPS) in Tennessee to build pro-education awareness, dialogue, and relationships throughout the community. MCPS developed Seven Key Performance Indicators with input from teachers, parents, and community members. MCPS is also building at-a-glance reports to help measure progress on each of these

indicators to facilitate a culture of measurable success. However, 90 percent of time can be spent gathering data, leaving 10 percent to analyze and act. With IO Education, MCPS is unlocking actionable and interconnected data to improve outcomes and inform the community.

Complexity: Entry Level

**XII-F More Eyes on the Data—Feedback Loop Gives Data Quality .....Virginia**

*Charlotte Ellis, Maine Department of Education*  
*Alex Jackl, Bardic Systems*

**11:30–12:30**

This session will focus on the need for actual users to see and use data to find data-quality problems and not rely entirely on business rules and artificial processes. It will also speak to the use of real-time data interoperability as an access to quality. There are data-quality technologies and there are business rules that enhance data quality. You should have both! A good interoperability standard can let you independently validate your data and establish processes that get many eager eyes on the exact same data. The key is to get actual users in front of the data and have them actually using it. Nothing else is comparable as a quality check! This presentation will look at why, for quality, you need to take your interoperability beyond batch uploads and bulk reads, why you want real users looking at your data, and why you want to explore different methods for truing your data before you get in trouble!

Complexity: Entry Level

**XII-G Transparency in an Early Warning System (EWS)..... Rhode Island**

*Ellis Ott, Fairbanks North Star Borough School District (AK)*

**11:30–12:30**

An Early Warning System (EWS) has been in use in the Fairbanks North Star Borough School District in Alaska since 2009–10. Through the use of student data, students in grades K–12 are identified as low, medium, and high risk of dropping out using student data. In 2015–16, several presentations were given to local stakeholders—such as principals, the school board, and parental advisory committees—to build understanding. In this session, using transparency in communication about the EWS will be discussed as well as the future of the program.

Complexity: Entry Level

**XII–H Using the DaSy–NCSI Data Visualization Toolkit to  
Create Engaging and Effective Data Displays ..... Pennsylvania**

*Kerry Belodoff, DaSy Center at SRI International*

*Taletha Derrington, NCSI and DaSy Center at SRI International*

*Alice Ridgway, Connecticut Office of Early Childhood*

**11:30–12:30**

Have you suffered through data presentations with slides full of text and been frustrated by data reports with cluttered, hard-to-understand charts? Do not subject your education stakeholders to the same! Presenting data effectively is essential to engaging stakeholders in data conversations and encouraging data-based decisionmaking. In this session, we will share a new Data Visualization Toolkit developed by two Office of Special Education Programs (OSEP)-funded Technical Assistance (TA) Centers to support state staff. The toolkit identifies key design principles, data considerations, and accessibility concerns that need to be addressed to effectively present data. We will also demonstrate some low-cost/no-cost data visualization tools.

Complexity: Entry Level





# KEYNOTE SPEAKER'S BIOGRAPHY

NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION





## KEYNOTE SPEAKER'S BIOGRAPHY

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**Dr. John B. King, Jr.**  
**U.S. Secretary of Education**

John B. King, Jr. is the U.S. Secretary of Education, a position he assumed in January 2016. In tapping him to lead the U.S. Department of Education, President Obama called Dr. King “an exceptionally talented educator,” citing his commitment to “preparing every child for success” and his lifelong dedication to education as a teacher, principal, and leader of schools and school systems.

Before becoming Secretary, Secretary King had served at the Department since January 2015 and carried out the duties of the Deputy Secretary, overseeing all preschool-through-12th-grade education policies and programs as well as Department operations. Secretary King joined the Department following his tenure as the first African-American and Puerto Rican to serve as New York State Education Commissioner, a post he held from 2011 to 2015.

Dr. King began his career in education as a high school social studies teacher in Puerto Rico and Boston and a middle school principal.

Secretary King credits New York City public school teachers — particularly educators at P.S. 276 in Canarsie and Mark Twain J.H.S. in Coney Island — for saving his life by providing rich, engaging, and transformative educational experiences and giving him hope about the future.

Secretary King holds a Bachelor of Arts degree in government from Harvard University, a J.D. from Yale Law School, and a Master of Arts in the teaching of social studies and a doctorate in education from Teachers College at Columbia University.





# DEMONSTRATION DESCRIPTIONS

NATIONAL CENTER FOR EDUCATION STATISTICS  
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## DEMONSTRATION DESCRIPTIONS

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### **Center for Individuals With Disabilities Education Act (IDEA) Fiscal Reporting (CIFR)**

*Sara Doutre, Danielle Crain, and Steven Smith*

The Center for Individuals with Disabilities Education Act (IDEA) Fiscal Reporting (CIFR) is an Office of Special Education Programs (OSEP)-funded technical assistance (TA) center that provides TA to state education agencies to help them meet their federal obligation to collect and report special education fiscal data. CIFR will demonstrate tools it has developed under its OSEP grant, including its Maintenance of State Financial Support (MFS) Toolkit (which includes the MFS Quick Reference Guide, Funding Flow Ideograph Tool, Timeline Development Tool, and Data Collection and Reporting Tool) and Local Education Agency (LEA) Maintenance of Effort (MOE) Eligibility Standard Calculator.

### **Center for the Integration of Individuals with Disabilities Education Act (IDEA) Data (CIID)**

*Bill Huennekens, Anna Mark, and Tiffany Boyd*

The Center for the Integration of IDEA Data (CIID), an innovative center, will share how state education agencies (SEAs) can realize benefits in sustainability and efficiency by integrating Individuals with Disabilities Education Act (IDEA) data with their statewide longitudinal data system (SLDS). The CIID is designed to help states resolve challenges associated with fragmented IDEA, SLDS, and EDEdFacts data management practices, systems architecture, and increase efficiency and quality of IDEA data reporting. Visit our demonstration to learn about CIID's Common Education Data Standards (CEDS)-based tools and how your state can work with CIID to complete federal data reporting more efficiently and have higher quality IDEA data to inform decisions that affect students with disabilities.

### **CPSI, Ltd.**

*Michelle Elia and Aziz Elia*

State departments of education need to collect data from districts, keep it up to date statewide, check it for accuracy, and use that data for reporting and accountability. But building a strong, solid foundation for an accurate data collection is not an easy task. Learn how CPSI helps states address these data challenges by automating and validating data collections in real time. This strong foundation, including business rules validation, provides states with better data from the districts.

## DEMONSTRATION DESCRIPTIONS

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### **eMetric, LLC**

*Dixie Knight and Lauren Chiuminatto*

Data Interaction™ is a dynamic reporting platform for transforming assessment data into actionable information. Designed exclusively for K–12 assessment data, Data Interaction combines ease of use with sophisticated analytical capabilities, providing educators with greater flexibility and a richer understanding of student performance than a traditional repository of static reports. Data Interaction provides a robust suite of data analysis features to help educators discover trends, patterns, and areas of strengths and weaknesses. From interactive disaggregation capabilities to advanced functions for univariate and bivariate analyses, these features allow users to view and manipulate data at multiple levels to produce customized reports.

### **eScholar LLC**

*Shawn Bay, Wolf Boehme, and Mishan Ho-Rezvani*

eScholar is revolutionizing the way data are used to help parents, educators, and students make informed decisions, lead change, and discover and achieve their goals. Our award-winning solutions simplify reporting, streamline data management, and transform how data are used to improve outcomes. Our solutions include student goal tracking, early warning systems, data warehousing, unique identifier management, collaborative dashboards, and instructional improvement solutions. We support 13 education agencies and more than 5,000 districts to serve the needs of over 20 million students across the nation. Visit us at [www.escholar.com](http://www.escholar.com) to learn more, and follow us on Twitter for the latest news: @eScholar.

### **ESP Solutions Group, Inc.**

*Josh Goodman, Glynn Ligon, and Jim Rife*

ESP Solutions Group, Inc., is solely focused on improving the quality of education data. Our team of education experts originally pioneered the concept of “data-driven decisionmaking” (D3M) and now partners to optimize the management of data within state agencies. ESP Solutions Group has advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of P20W data management. ESP Solutions Group is comprised of nationally recognized experts in implementing the data and technology requirements of state accountability systems, the Every Student Succeeds Act (ESSA), the Education Data Exchange Network (EDEN/EDFacts), and the Schools Interoperability Framework (SIF) as well as the National Education Data Model (NEDM), Ed-Fi, and the Common Education Data Standards (CEDS). ESP’s collective expertise is represented in our Optimal Reference Guides (downloads are available at <http://www.espsolutionsgroup.com/library/>). To learn more, please visit us at [www.espsolutionsgroup.com](http://www.espsolutionsgroup.com).

## DEMONSTRATION DESCRIPTIONS

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### **Hobsons**

*Ellen Wagner and Russ Little*

The Predictive Analytics Reporting (PAR) Framework offers predictive analytics services to find students at risk; unique benchmarking services based on student outcomes; and intervention inventorying, tracking, and measurement services to determine where to provide the more effective support for each and all students at an institution. This demonstration will give participants the opportunity to see the PAR analyses in action: finding students at risk; knowing what to do to support those students at points and time of need; and seeing how different programs, majors, and students compare, based on over 600,000 filtered views.

### **Individuals with Disabilities Education Act (IDEA) Data Center**

*Lee Anne Sulzberger*

The scope of this demonstration is informational, with resources describing the Individuals with Disabilities Education Act (IDEA) Data Center's (IDC) technical assistance to states, which focuses on the collection and reporting of high-quality data. The State Liaison Model will be displayed along with relevant resources and handout materials. The purpose is to introduce participants to the IDC and familiarize them with the technical assistance and resources available to states.

### **Infinite Campus**

*Mary Beth Coyne*

Infinite Campus provides a statewide data-collection solution that collects, certifies, and transforms data into a standardized data set for reporting and analysis; realizes efficiencies by publishing data to districts; and improves district data quality via electronic student data-record transfers. Infinite Campus delivers a proven, comprehensive state solution that includes unique student and staff ID assignments, a student locator, enrollment overlap detection, data-integration services, district-to-district record transfers, standard reports, ad hoc reports, common course numbering, state-defined data elements, final grade reporting, data on 21st Century Schools qualities, longitudinal economic indicator, robust limited-English-proficient (LEP) tracking, and teacher-student data linkage. Our five statewide initiatives give us unique insights into the complexities and subtleties of planning and managing statewide data collection.

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## DEMONSTRATION DESCRIPTIONS

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### **Institute for Evidence-Based Change**

*John Watson and Mary Kay Patton*

The Analytics team at the Institute for Evidence-Based Change (IEBC), a not-for-profit research organization, will present techniques and technologies for linking student data across segments: PreK, K–12, community college, university, and labor. For more than a decade, IEBC has worked with regional and state education agencies, garnering recognition for intelligently linking dissimilar student identifiers, developing transition metrics, and providing data-quality and data-use assistance. We will share linking examples using internal statewide longitudinal data system (SLDS) and siloed data, along with external labor and assessment data, and show how linked data are used to build fact tables and metrics to support data-use strategies.

### **IO Education**

*Peter Bencivenga*

Using data to drive instruction is the goal. Data Walls help educators visualize and analyze where students are so that teachers can better plan instruction. The problem is that 90 percent of the time is spent gathering data and putting it together on the wall. This leaves 10 percent of the time to talk about individual students. The data are constantly changing and the physical process of updating a wall is daunting. But with a Virtual Data Wall, the equation flips—10 percent of the time is spent gathering and analyzing data and 90 percent can be spent discussing, planning, and evaluating student data. Instead of struggling to sort students based on different exams, do it in one click. IO Education's Virtual Data Wall enables teachers to track their students' progress, spot problem areas, and brainstorm ways to improve their lessons.

### **Mathematica Policy Research**

*Sheldon Bond, Ignacio Martinez, Raul Torres, and Alma Vigil*

Mathematica Policy Research will demonstrate new, web-based tools to assist state and local agencies in conducting a range of data analyses:

- Dashboards developed for the U.S. Department of Education's Office of Educational Technology as part of its Rapid Cycle Tech Evaluations project. The dashboards assist in conducting random assignment, propensity score matching, and impact analysis to evaluate the effectiveness of educational technology products or any other intervention.
- A reporting tool developed by Mathematica's Educator Impact Laboratory to help education agencies more cost-effectively use advanced analytics to measure and improve teacher impact on students.



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## DEMONSTRATION DESCRIPTIONS

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### **National Center for Education Statistics (NCES)—MapED**

*Tai Phan, Andrea Conver, and Amy Ramsdell*

MapED is a new, dynamic data-mapping tool that provides geographic context to the National Center for Education Statistics, the U.S. Census Bureau, and other education demographic data sets. The application allows users to create customized maps using the Interactive Data Map or explore our established Story Maps. MapED includes the results of the national 2013–14 School Attendance Boundary Survey (SABS). Preview the custom mapping applications created to collect school boundary data from participating districts.

### **P20W Education Standards Council (PESC)**

*Jennifer Kim and Michael Sessa*

P20W Education Standards Council's (PESC) mission is to lead the establishment and adoption of data-exchange standards in education. The goals of the mission are to enable the improvement of institutional performance and foster collaboration across educational communities in order to lower costs, improve service, and attain system interoperability.

### **SAS**

*Wes Avett and Georgia Mariani*

SAS helps state education agencies track student progress and trends longitudinally from such data as attendance, test scores, student growth, language proficiency, and other academic and nonacademic indicators. SAS enables states and districts to merge vast amounts of student and educator data from the disconnected levels of education—culminating in the development of a data-rich, state-specific longitudinal system that integrates relevant data about a student's education, from early learning through graduate school or workforce entry. The SAS demo will showcase how states can:

- integrate data, improve data quality, and manage metadata;
- use timely analytics to identify current and future trends for better decisionmaking;
- report data in a visually understandable way; and
- equip all decisionmakers with secure, self-service reporting.

### **Statewide Longitudinal Data System (SLDS) State Support Team**

*Carla Howe, Kathy Gosa, and Corey Chatis*

Learn more about the ways the Statewide Longitudinal Data System (SLDS) State Support Team, a group of technical assistance experts, can support your work and connect you with other states that have accomplished what you aim to achieve. You will find out how to get free, experienced help with the complicated work of planning, building, and sustaining an SLDS that has widespread use.



# BETTER DATA FROM THE INSIDE OUT

**2016 NCES STATS-DC Data Conference**  
July 12 - 14, 2016  
The Mayflower Hotel, Washington, DC



## TOPICAL INDEX TO SESSIONS

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
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I-A  
I-D  
II-B  
II-D  
III-D  
VII-B  
VII-D  
VIII-D  
IX-A  
X-D  
X-E

### Fiscal Data

II-B  
V-H  
VI-B  
VI-D  
X-E

### Statewide Longitudinal Data Systems (SLDS)

I-E  
II-A  
II-B  
II-E  
II-H  
III-B  
IV-D  
IV-E  
V-E  
V-F  
V-G  
VI-C  
VI-F  
VI-G  
VII-A

### Statewide Longitudinal Data Systems (SLDS) (continued)

VII-E  
VII-F  
IX-A  
IX-B  
IX-C  
IX-D  
IX-G  
IX-H  
X-A  
X-C  
X-H  
XI-A  
XI-B  
XI-E  
XI-F  
XI-G

### Other

I-E  
I-F  
II-E  
II-F  
III-A  
III-B  
III-E  
IV-D  
V-D  
X-B  
X-E  
X-F  
XI-C  
XI-F  
XI-G  
XII-D



## This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There is no handwriting or other markings on the page.

## This image shows a full page of blank handwriting practice paper. It features a solid green header bar at the top. Below the header, there are multiple sets of horizontal blue lines spaced evenly down the page, providing a guide for letter height and placement. The rest of the page is white, offering ample space for practicing cursive or other writing styles.

[illegible]

## This image shows a full page of blank handwriting practice paper. It features a solid green header bar at the top. Below the header, there are multiple sets of horizontal blue lines spaced evenly down the page. Each set consists of four lines: two outer lines and two inner lines, creating a guide for letter height and placement. The entire page is otherwise white and contains no text or other markings.